



Leeds City Council and Education Leeds

Building Schools for the Future Wave One: Phase One

Outline Business Case for PFI and Conventionally Funded Schools

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18 February 2005

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1.0 EXECUTIVE SUMMARY

This Outline Business Case has been prepared to appraise the viability of procuring the Design, Build, Finance and Operation of new and refurbished buildings for 6 secondary schools in Leeds. This OBC examines the first phase of Wave 1 in delivering the schools capital investment for all Leeds Secondary schools as part of the Building Schools for the Future programme.

The Aims, Objectives and Outcomes of the Leeds BSF Programme are:

Aims

- To provide a framework for the transformation of teaching and learning.
- To contribute to the realisation of the Vision for Leeds 2004 – 2020.
- To improve learning and achievement in schools.
- To build upon the developments already undertaken through the Secondary and Post 16 Review.
- To ensure that the balance between the supply of and demand for places is appropriate within the demographic profile of the City.
- To facilitate and develop the 14 – 19 Strategy.
- To provide up to date and modern facilities for a 21st Century curriculum.
- To facilitate the development of Extended Schools.
- To develop ICT as a fundamental tool for achieving a step change in teaching and learning.
- To support Education Leeds Inclusion Strategy through the development of Partnership Bases.

Objectives

- To ensure that the new buildings support 21st Century expectations in styles of teaching and learning; technological developments with flexibility and adaptability to enable future changes as the Education landscape evolves.
- To provide confident schools, which will promote enhanced thinking, collaborative working and community cohesion.
- To provide flexible and adaptable accommodation to enable schools to develop extended schools practice.
- To develop partnerships between mainstream provision and the six Specialist Inclusive Learning Centres by providing three High Care and five Generic partnership bases.
- To rationalise existing provision through the amalgamation of two schools and adjustments to the capacities of other schools within the Programme.

Outcomes

- All Leeds BSF schools will be high achieving schools providing a curriculum which will help young people to feel more powerful and optimistic about their future, allowing all young people to follow their individual learning pathways and thereby gaining high self-esteem through achieving success.
- All BSF schools will be fully inclusive ensuring that all children and young people achieve success and have access to the highest quality education.
- All BSF schools will be e-confident schools with ICT embedded in all teaching and learning.
- All BSF schools will focus on developing community links, which will support

the Extended Schools Agenda.

1.1 Background and Educational Vision

Phase 1 of the project will procure four new build PFI and two refurbished schools to provide high quality teaching and learning accommodation for students, staff and the community in the areas of Inner Leeds. The re-provided schools are Allerton High School, Allerton Grange School, Pudsey Grangefield School and Rodillian School and the refurbished schools are Cockburn High School and Temple Moor High School. The scope of each element of the project is briefly summarised below.

School	Current Pupil Numbers	Proposed Scope
Allerton High School	1104	New build with retention of the Sports Hall
Allerton Grange School	1749	Complete New build
Pudsey Grangefield School	1147	New build with retention of the Sports Hall Block
Rodillian School	1392	New Build with the retention of the new Maths and Dining Block
Cockburn High School	1052	Refurbishment with replacement of the 1958 teaching block
Temple Moor High School	1275	Refurbishment with replacement of the technology block and some extension.

The project not only resolves the schools' immediate problems but also provides added value by meeting many of the objectives within the Leeds Strategic Plans described in Section 1.

Educational Vision

Education Leeds has developed a vision for the future of secondary education which has itself been developed from the range of strategies, plans and policies being implemented to support secondary schools within the City and one which sits within the context of the corporate vision to make Leeds a leading centre of learning, knowledge and research.

The overriding aim of Education Leeds is to ensure equality of access to a high standard of education for all children and young people and to make all schools

good schools, improving schools and inclusive schools. BSF investment will be used to:

- Strengthen the role schools play within their local communities developing the schools focus for community cohesion, lifelong learning and inclusive education.
- Create and develop the scope for innovative and collaborative approaches thereby maximising potential opportunities for children and young people through a greater diversity of provision.
- Provide better links between the phases of education and improve and increase training and vocational pathways at age groups 14 to 19 and 16+.
- Promote inclusive opportunities for all children providing appropriate facilities for children with Special Educational Needs.

The vision will focus on developing learning and creativity, transforming education-providing schools with a strong framework to review, evaluate and develop their teaching strategies thereby providing excellent performance in classrooms.

School building designs will support new models of teaching and learning through:

- Creating flexible spaces that will allow innovation and thus inspire, celebrate and support new ways of teaching and learning.
- Develop areas to support vocational learning and pathways allowing partnerships both between other schools, colleges and other training providers to be enhanced.
- Provide 21st Century facilities, which will allow the creation of a quality work environment fully supporting the Government's agenda for remodelling of the workforce.
- Development of facilities that support extended and full service schools.

ICT is critical, not only to the educational vision, but also on delivering on Leeds aspiration to be a world class city. The investment provided through the BSF programme, together with the ICT vision will provide:

- E-confident schools where ICT is embedded in all teaching and learning.
- Effective communication and information between all parties and stakeholders.
- Support the development of personalised learning that contributes to the transformation of teaching and learning.
- Provide innovative and creative learning environments that will maximise access to ICT.
- Enhance school administration and leadership.

The BSF programme will also support the development of learning campuses which will bring together key stakeholders in education and training creating learning environments that will meet the needs of young people and the wider community, establishing greater connectivity between education, skills, employment and regeneration.

1.2 Educational Strategy and Current Position

The objective of the programme is to raise standards and improve educational attainment.

Current Position

Education Leeds has made significant progress in raising educational standards since the Company was established in April 2001 and the LEA is now judged to be a highly satisfactory LEA following the OFSTED inspection in the autumn of 2004.

There has been significant schools reorganisation which has focussed on improving and ensuring the continued viability of schools within the Inner City and has also addressed issues in relation to surplus capacity within both the Primary and Secondary Education sectors. The BSF Wave 1 Programme will build on the progress made as part of Secondary and Post 16 Review.

The percentage of pupils in Leeds achieving 5+ A* - C grades at GCSE has improved by 5.5% since 2001, which is generally in line with national trends and statistically similar neighbours. However achievement in Leeds is still below the national average.

The demographic profile of the City indicates that admissions to secondary schools at 11+ (Year 7) peaked in September 2003 and from September 2004, the number of children entering the secondary sector has declined and will continue to decline. The BSF Wave 1 programme will continue the process of managing supply and demand through adjustments to the capacities of a number of schools within the Programme. The supply and demand for places will be subject to continual review to respond to future changes in demography.

Most secondary schools in the City are actively engaged in partnership working and delivery, including strong links with colleges and other training providers. These links will continue to develop to increase access and participation at 14-19 and to offer increased vocational and work related learning pathways.

The six schools were selected for the BSF Wave 1 Phase 1 Project after feasibility studies into condition, suitability, sufficiency, inclusion and achievement. All six schools suffer significant condition and suitability issues that impact upon the learning environment, and it is these issues together with their individual education visions that resulted in their inclusion within Phase 1.

1.3 School Vision, Project Scope and Options

The six schools in Phase 1 of the Wave 1 Project have clearly defined visions which address both the Council's and Education Leeds education priorities. The proposed scope of the Project was established following a rigorous appraisal of options, which included refurbishment and replacement as illustrated in Section 4 of this OBC.

The project scope has been agreed with the Schools, Education Leeds and Leeds City Council and features retention of existing accommodation where possible at all schools, especially where accommodation has recently been built. The

percentage of retention varies between the six schools, and has resulted in four of the schools being predominantly new build, and two of the schools being predominantly refurbishment with some replacement. In addition on four of the sites, there will also be new build special needs accommodation, which will enable the development of partnerships working with the recently established Specialist Inclusive Learning Centres (SILCs). Within Phase One, Temple Moor will be established as a High Care Partnership primarily for children with Profound and Multiple Learning Difficulties (PMLD) and Rodillian, Allerton Grange and Allerton High will be established as generic partnership schools providing for children with less complex needs.

The detailed Accommodation Schedules for each school have been developed using BB98 guidance. Accommodation schedules have also been worked up for the Partnership Bases.

1.4 Adoption of Standardisation

The City Council confirms acceptance of standard procurement, contractual and commercial approach contained in the standardisation documentation in principle. The City Council is aware of the continuing development of the documentation and the issues in relation to it raised by the 4Ps, and will consider the standardisation documentation as it then stands with its solicitors and other advisers in preparing the ITN for this Project.

1.5 Value for Money

The City Council has undertaken the Value for Money analyses, including sensitivity analyses, in accordance with HM Treasury guidelines and demonstrated through completion of HM Treasury Spreadsheets for this purpose.

The City Council has assessed the most appropriate procurement routes, and for the four schools proposed to be procured through PFI has undertaken qualitative (section 8.2.1) and quantitative (section 8.2.2) assessments. Overall, the Base Case shows a VFM benefit to the Public Sector of 5.88%.

1.6 Affordability

The City Council has also undertaken a thorough analysis on the affordability of the Project to the City Council. The annual contribution required from the City Council, set out in section 9.6 and Appendix 6, is £1.278m per annum from July 2008, indexed at 2.5% per annum and assuming a modest 3.5% interest earned on the sinking fund. This is equivalent to £320k per school, or £253 per pupil, which is in line with PfS expectations.

For the two schools to be financed through conventional funding, the total projected capital cost amounts to £28.846m. This compares to funding of £26.158m derived through the PfS Funding Guidance. The shortfall of £2.688m will be financed through the Council's Capital Programme.

The City Council's Executive Board will meet on 9th March to consider and approve the affordability implications of the Phase 1 proposals on the City Council. A copy of this report will be forwarded at the earliest opportunity.

Currently, the Council is undertaking an initial Accounting Assessment and when this has been completed, the Council's view, supporting advice from the Council's Adviser, PWC and the view of the Council's External Auditor will be forwarded as Appendix 10 before the meeting of the Project Review Group.

1.7 Readiness to Deliver

The Gateway Review was undertaken between 13th and 15th September 2004. The findings and subsequent report highlighted the good work carried out on the wide ranging stakeholder consultation, resulting in the awareness and desire for successful outcomes. Other good practice cited is the active all party Member support and participation in Leeds, providing impetus and credibility to the Project. Concerns were registered relating to an inadequate corporate governance structure within the Council and the proposed resources to deliver the Project. Following receipt of the report from the Gateway Review Team, the Council and Education Leeds has addressed these concerns. The resources proposed to deliver the Project outlined in Section 10, we believe, will be sufficient to meet the key activities required to deliver the Project to the timetable whilst continuing to maintain and develop consultation and engagement with stakeholders.

1.8 Leading and Managing Change

In order to deliver on the transformational agenda it is recognised that schools will need to be supported in order to maximise the potential of new and refurbished buildings. Education Leeds will work closely with all schools to ensure that they have the integral competencies and support required to improve educational attainment and translate educational vision into reality.

Support will be provided by the designated Project Co-ordinator who will ensure that each school understands what is required and is clear about key milestones. Support will also be provided through the Education Leeds change management team to ensure that teaching staff, the governors and the wider community are confident about the process and can clearly focus as the implementation of the transformational agenda.

The change management process is also a key priority within the EDP and the BSF Stakeholder and Strategy Group will work with the Project Team to ensure that full support is provided at all levels to achieve the transformational agenda.

2.0 BACKGROUND

The Project Team has prepared a Strategic Business Case (SBC), which describes the overall strategy, vision, management and procurement route for the BSF programme and details how Phase 1 fits into the wider scheme. This OBC sets out the scope, cost, affordability, risks and timetable for the Leeds Phase 1 Schools Project. Phase One of the Project identifies six schools to be procured for new build or refurbishment. These schools are Allerton High School, Allerton Grange School, Cockburn High School, Pudsey Grangefield School, Rodillian School and Temple Moor High School. They are located in the inner area of Leeds.

2.1 The Corporate Vision

The vision for Leeds is based on the principles of sustainable development, making sure that everyone has a better quality of life for now and years to come. This is driven by the Leeds Initiative, which is a collaboration of strategy and partnership groups bringing together the different sectors both within the public and voluntary sector. The vision for Leeds has three aims, comprising eight strategic themes one of which is Learning. Within this framework one of the main priorities is Improving Learning and Achievement in Schools. The BSF Programme will help Leeds meet this priority through transformational change.

2.2 The Education Vision

Improving Learning and Achievement in schools will be achieved by:

- Creating learning campuses and learning villages, which will bring together pre-school learning, childcare, primary and secondary education and family and lifelong learning.
- Creating schools that are efficient and effective, encouraging all children and young people to be successful and high achievers and
- Encouraging communities, businesses and other partners to support and help to improve the overall performance of local schools, particularly that of boys, and children and young people from the black and ethnic minorities.

Levels of success in Leeds show a distinct geographical pattern. The lower performing and less popular schools in Leeds are generally concentrated within the Inner City. The Secondary and Post 16 Review aimed to address this by maintaining Inner City schools as viable and successful institutions providing local schools for local children and beginning to reverse the drift to more popular schools further afield. The BSF program has built on this principle and the first phase is aimed primarily at those schools serving more disadvantaged communities where attainment levels can be improved.

Further information on the Leeds Educational Vision can be found in Section 3 of the SBC.

3.0 CURRENT POSITION

3.1 Current and Future School Requirements

The most immediate Secondary accommodation need was reflected in the Council's Expression of Interest. Wave 1 envisages a scheme, which will involve the re-building and refurbishment of 14 Secondary Schools, split into three phases: Phase one involves the rebuilding and refurbishment of six schools, Phase two involves the rebuilding and refurbishment of four schools, of which one is an amalgamation of two neighbouring schools, and phase three involves the rebuilding and refurbishment of a further four schools, of which two are voluntary aided and one is a single sex school. These schools fall within a geographical area consisting of Inner Leeds, an area which has been identified as the most urgent in terms of raising attainment and retaining both staff and post 16 pupils.

Many of these schools are failing to deliver the curriculum to the desired standard, a position that is exacerbated by the poor condition and suitability of the buildings. For many of the schools, accommodation include additions to the main campus building, causing difficulty in transition between classrooms, confusion in building layouts and severe accessibility issues. In addition the buildings are uninspiring and in some instances depressing. Furthermore, it is not possible to effectively deliver the Council's and Education Leeds aspirations for Inclusion and Extended Schools in these schools. These factors need to be addressed to enable the schools to meet their individual visions, the Education Leeds Vision and the aspirations underlying the BSF initiative. A summary table outlining the scope of the work to be undertaken in Wave 1 is attached as Appendix 14.

3.2 Phase 1 Overview

Phase 1 of Wave 1 comprises six Schools, where it is proposed that four are delivered through PFI and the other two schools, because they are predominately refurbishment to be delivered through convention Local Authority capital funding. The proposals for each school are summarised below.

PFI

Allerton Grange School - (to be procured in Phase 1 but delivered on the same timescale as Phase 2 with service commencement in August 2009)
100% new build

Allerton High School
91% new build / 9% remodel
Service commencement August 2008

Pudsey Grangefield High School
87% new build / 13% remodel
Service commencement August 2008

Rodillian High School
91% new build / 9% no work
Service commencement August 2008

Conventional Local Authority Capital Funding

Cockburn High School
32% new build / 46% remodel / 22% minor works
Completion for August 2008

Temple Moor High School
30% new Build; 46% remodel; 16% minor works; 8% unaffected
Completion for August 2008

In addition to the BSF resources, the City Council proposes to invest a further £1.2m from its own resources to provide a Multi-Faith centre at Allerton High School. SEN Partnership Bases will be provided at Allerton Grange, Allerton High, Rodillian and Temple Moor. Additional facilities to support the 14-19 Agenda are in the early stages of discussion with the LSC for Rodillian and Temple Moor.

3.3 Future Phases

Details of the further two Phases of Wave 1, all of which are to be financed through conventional Local Authority Capital Funding, however currently there are discussions with Partnerships for Schools regarding the financing of the proposed replacement school in West Leeds through PFI. Details of the further two phases are summarised as follows:

Phase 2

Expected service commencement in 2009

Crawshaw High School
43% remodel / 57% no work

Farnley Park High School
70% new build / 30% minor works

Priesthorpe High School
1% new build / 68% remodel / 31% minor works

It is proposed to amalgamate the existing West Leeds High and Wortley High and replace these schools with a 100% new build new school

Phase 3

Expected service commencement 2010

Corpus Christi Catholic College
10% new Build / 90% remodel

Intake High Arts School
46% new build / 54% minor works

Mount St Mary's
100% remodel

Parklands

17% new build / 37% remodel / 24% minor works / 22% unaffected.

Future Investment Proposals

There is also a second wave with further additional phases identified to deliver the strategic vision outlined in the SBC across the remainder of the secondary school estate. This second wave addresses the schools in the Outer Leeds area, and is likely to be split into four phases and proposes mixture of new build and refurbishment/remodelling. This project is expected to be funded in year 13 of BSF. Further detail on our second wave can be found in the SBC in Sections 4 and 5.

School demographic data, including projections, for the Secondary school estate is illustrated in Appendix 11.

3.4 Phase 1 – The Detail

The overview in Phase 1 prioritises four school with significant rebuild and some remodelling two schools with minor rebuild, significant remodelling and minor works. These schools were prioritised by assessing all the Leeds secondary schools against the criteria in the strategic phasing matrix, which is found in Section 4 of the SBC. The Schools have been further prioritised in terms of PFI (New Build) versus conventional funding. Each school faces specific issues in terms of raising standards and these can be seen in the following sections.

3.4.1 New Build Schools - Allerton High School

Allerton High Business and Enterprise Specialist School is an 11-18 Community School serving, in the main, the Alwoodley area of North Leeds. The School was built in 1939 as a selective Girls' Grammar School, and has been extended on at least two occasions to provide accommodation for boys (1960) and to facilitate a change in the age range in 1992. Extensions have also included quadrangle in-fills, which have created unresolved problems. Other issues include:

Flooding of internal drains into food rooms and the sports hall;
Steep and narrow stairwells, which create potential hazards for the movement of 1100 students between lessons
Leaking of the flat roof causing salt deposition in the first floor rooms resulting in ceilings collapsing and walls crumbling in the dining hall, main hall, art rooms English and Maths rooms, Science Laboratories, corridors and offices
Unhygienic toilet areas in need of urgent refurbishment

There are several constraints, which have militated against the development of the learning environment, mainly concerned with the high cost of a total refurbishment of several areas of the school. The poor quality of more recent developments and problems caused by in filling, are proving very expensive to maintain and satisfy the expected Health and Safety regulations. Extreme temperature fluctuations, poor heat circulation in areas, rotting wood work, old metal window frames and crumbling concrete, brick structures create an environment which is not conducive to high quality learning and morale generally. This also mitigates the schools ability to create a sustainable environment, being able to use energy efficiently.

The science laboratories lack moving fume cupboards, sinks and gas taps, which restricts practical work. The technology areas only accommodate groups of 22 to 25, making staffing expensive with a six-form entry. The main hall is used for packed lunches, fully for drama lessons, assemblies, examinations, consultation events, and school concerts the time tabling of which regularly clash, which creates additional problems. The history and Geography areas are converted cloakrooms from the original school and struggle to hold classes of 30+ with a teaching assistant and teacher. There is no outdoor pitch, which is usable in wet weather, and mole infestation is a health and safety hazard on the sports pitches. The toilets are in a very poor state and the communal showers no longer work which is unacceptable.

The school was awarded Business and Enterprise specialist status in 2003. The school has had to convert former food technology areas and general teaching spaces into ICT suites to help support the school's specialism. They can at best be described as average both in terms of suitability and environment.

The school was last inspected by OFSTED in November 2000. The report highlighted the poor state of parts of the building and indicated that in some subjects, teaching and learning was affected by the condition of the building. Some of the existing classrooms are small, particularly in English and Maths, and this limits the ability of teachers to use a range of teaching methods. The inspection report indicated that the quality of the building should be improved by:

- Dealing with the health and safety issues in certain areas of the school;
- Improving the heating - the current heating system is at the end of its working life;
- Repairing leaking roofs;
- Refurbishing rooms

The School has suffered from some vandalism as a result of the open aspect of the site and security problems. This has caused disruption to curriculum delivery and has had a negative impact on the quality of the environment. Easy access into the current buildings enables security to be breached too frequently, threatening the health and safety of students and staff.

The School currently has a net capacity of 1062 and currently 1104 are enrolled, the current admission limit is 180. The OBC proposes to rebuild the school at a capacity of 1120 supporting 180 places per year at the 11-16 year groups, with an additional 220 places at post 16.

Allerton High School is situated within the Alwoodley Ward, which forms part of the North East Wedge of the City. Two of the Super Output Areas (SOA's) fall within the 10% most deprived neighbourhoods. 15% of the Ward's population claim some form of Council administered benefit. Housing statistics show that 32% of properties are within Council Bands A and B, compared to 61% in Leeds as a whole.

Basic data: Latest data available in each area.

Allerton High	Current	Planned	
Basic Data			
Admission Number	180	180	
11-16 NOR	903	900	
Post 16 NOR	201	220	
SILC partnership	N/A	30	
Total NOR	1104	1150	
	2002	2003	2004
KS3 Level 5			
English %	80	81	76
Maths %	73	77	77
Science %	74	76	76
Average Point Score	35	36	35
KS3 Level 6			
English %	40	52	35
Maths %	46	58	56
Science %	35	47	35
KS4			
5A*-C %	59	54	63
1A*-G %	98	98	98
Capped Point Score	37	36	N/A
KS5			
APS per pupil	317	302	283
APS per entry	76	78	79
Absence			
Attendance %	91.6	92.3	92.2
Unauthorised %	0.7	0.7	0.6
Permanent Exclusions			
Number	0	8	3
Rate per 1000 pupils	0.0	7.5	3.7
Socio Economic			
Free School Meals %	13	12	16
BME population %	25	27	29

3.4.2 New Build Schools – Allerton Grange School

Allerton Grange School is a larger than average comprehensive school situated in the Moortown area of Leeds. There are 1789 students aged 11 to 18 on roll. Students come from a large number of feeder primary schools and a wide range of socio-economic backgrounds.

Many students live in the immediate vicinity of the school but a majority travel to school from inner city areas. The school admits a fully comprehensive intake. Students come from the full range of socio-economic backgrounds, although a number of students' experience disadvantaged backgrounds in both economic and social terms. The school is distinctly multi-cultural, with the majority of students coming from the Asian or black Caribbean community.

The accommodation consists of two main blocks built in 1955 and 1960. The School was originally a Middle School adjacent to an Upper School but these combined to form one school. The buildings were not linked and a CLC (2002) is currently sited between the two buildings. Block one (Upper School) has undergone some refurbishment and extension over the years and is in better condition than Block two (Middle School). A third block housing the 6th form was built in 1972 and is not linked to the other buildings. The School is typified by numerous level changes, narrow corridors and small classrooms, although some attempt to widen certain corridors has been made.

A recent (Oct 2004) OfSTED inspection highlighted accommodation as a main weakness stating that 'accommodation has some significant shortcomings which are not conducive to learning'. Accommodation featured throughout the report as a barrier to effective practices and was graded overall as unsatisfactory.

The accommodation is generally unsatisfactory despite the efforts of the school to provide an environment, which is encouraging to learning. Most of the separate buildings on the site are old and dilapidated and require frequent repair and maintenance. Many of the corridors are narrow, resulting in much congestion at change of lesson times. The old block housing the sixth form is far too small, totally inadequate and is recognised as having a detrimental impact on the future development of the sixth form. There are no dedicated social areas for the younger students. The school does not have a Sports Hall or all-weather pitch. Despite commendable efforts by staff in the use of display there are many areas in the school which are not conducive to learning. This has an adverse effect on standards, for example in music and design and technology.

The School currently has a capacity of 1740 and currently 1749 are enrolled. The school is currently oversubscribed. The OBC proposes to reduce the number of places at Allerton Grange to 1500 with an admission number of 240, this is in response to the projected decline in secondary numbers within the area. Of the 3 improvements needed in the summary the need to 'improve accommodation to support teaching and learning and raise standards' was first.

Allerton Grange School is situated within the Roundhay Ward, which forms the North East Wedge of the City. Only one of the Super Output Areas (SOA's) falls within the 10% most deprived neighbourhoods, however with regard to the crime aspect, five of the SOA's fall within the worst 10%. The unemployment rate for the area currently stands at 1.8% (December 2004), which is lower than

the average for Leeds of 2.4% and the national average of 2.1%

Basic data: Latest data available in each area.

Allerton Grange	Current	Planned	
Basic Data			
Admission Number	300	240	
11-16 NOR	1462	1200	
Post 16 NOR	287	270	
SILC partnership	N/A	30	
Total NOR	1749	1500	
	2002	2003	2004
KS3 Level 5			
English %	66	67	62
Maths %	57	59	71
Science %	54	57	61
Average Point Score	32	33	
KS3 Level 6			
English	38	30	22
Maths	31	36	48
Science	19	31	30
KS4			
5A*-C %	40	43	40
1A*-G %	86	92	94
Capped Point Score	29	32	N/A
KS5			
APS per pupil	280	267	242
APS per entry	77	76	71
Absence			
Attendance %	88.9	91.3	91.2
Unauthorised %	2.1	1.8	2.4
Permanent Exclusions			
Number	10	3	7
Rate per 1000 pupils	6.0	1.8	4.0
Socio Economic			
Free School Meals %	22	20	23
BME population %	60	62	61

3.4.3 New Build Schools - Pudsey Grangefield School

Pudsey Grangefield is an 11-18 Community School situated in Pudsey, a few miles from the centre of Leeds and Bradford. The school serves a diverse catchment area drawing students from its immediate local area but also from the north and from Bradford to the west. The main school was built in 1908 and then added to in 1972, 1975 and 1980. These buildings are uninspiring and the school is typified by numerous level changes, which make it completely inaccessible due to the sloping nature of the site.

The whole school lacks coherence, which gives an atmosphere of unnecessary and chaotic movement and many areas of congestion. A large number of both general and specialist teaching spaces are undersized and many areas suffer from poor thermal performance. The flat roofed areas of the main blocks require re-roofing and the ceilings throughout require replacement.

The school was last inspected by OFSTED in June 2000 and improvements in the standard of accommodation were noted since the previous inspection. However, comments were made that classrooms were still 'drab' and that the accommodation in both music and design and technology has an adverse impact on pupils' attainment in those subjects. The music facilities are unattractive and there is insufficient space for pupils to work in groups. The report also highlights science as having poor quality accommodation.

The School has been awarded Maths and Computing specialist status this year.

The School currently has a net capacity of 1242 and currently 1147 are enrolled. The admission limit is 210. The school has been significantly oversubscribed since the mid-1990's. However pupil numbers in the secondary sector have now reached their peak and the steep decline experienced in recent years in our primary sector will begin to impact. As a result the OBC proposes to reduce the admission limit at Pudsey Grangefield to 195 11 to 16 and 170 Post 16.

Pudsey Grangefield is situated within the Pudsey Ward in the west of the City. The current unemployment rate at December 2004 is 1.1% which is lower than both the Leeds average of 2.4% and the national average of 2.1%. The outer west area is less deprived than the inner areas of Leeds. However when this area is compared to other outer areas of Leeds, it fares less well. This is exemplified by statistics for crime; the number of properties in the Council Tax Bands A and B; education attainment; unemployment and health.

Basic data: Latest data available in each area.

Pudsey Grangefield	Current	Planned	
Basic Data			
Admission Number	210	195	
11-16 NOR	995	975	
Post 16 NOR	152	170	
Total NOR	1147	1145	
	2002	2003	2004
KS3 Level 5			
English %	73	62	63
Maths %	73	72	75
Science %	70	66	58
Average Point Score	34	33	33
KS3 Level 6			
English	32	16	26
Maths	40	47	48
Science	28	32	17
KS4			
5A*-C %	33	35	46
1A*-G %	98	96	98
Capped Point Score	31	31	N/A
KS5			
APS per pupil	224	202	214
APS per entry	68	64	66
Absence			
Attendance %	91.2	91.9	92.6
Unauthorised %	1.2	0.9	0.8
Permanent Exclusions			
Number	0	3	4
Rate per 1000 pupils	0.0	2.6	3.4
Socio Economic			
Free School Meals %	12	10	13
BME population %	5	5	5

3.4.4 New Build Schools - Rodillian School

Rodillian School is an 11-18 comprehensive School on the southern outskirts of Leeds. It serves a mixed community from the towns and villages around Rothwell, including Robin Hood, Lofthouse, Thorpe and East Ardsley, and the inner city areas of Middleton and Belle Isle.

Rodillian School consists of three main permanent buildings and some temporary buildings. The main block dates from 1933, with a second large block and extension dating from 1970 and more recently a dining and Maths block dating from 2003. The sports hall and gymnasium form the 2-storey 1970's block. The dining facilities are linear in shape with the central area converted from an external courtyard. There are no social areas for pupils in the 11-16 group, but there is a recently refurbished sixth form common room. The 1933 building has accessibility problems although some ramps and a lift have been installed, and there are level changes throughout this building. There are problems with the roof, which is predominantly flat. The 1970's building also has a flat roof, and is in dire condition. This building has numerous corridors and through rooms, with some level changes and is confusing in layout. Many of the toilets are unusable due to the capacity of the original system which it was linked to when built. The nearest toilets are in the main school, which entails a 5-10min walk. The school is approximately half a mile from one end to the other.

The condition survey of August 2003 identified that large areas of the flat roof require replacement and consequently many ceilings throughout the school need remedial work. In some areas this has resulted in exposed rusting reinforcement bars. Much of the heating pipe work was installed in the 1930's and is in need of replacement along with the pumps for the central heating system.

The suitability audit highlighted the gross under provision of staff workspaces, the lack of cloakroom spaces and the insufficient toilet facilities. The science provision is generally very poor in terms of size and departmental suiting. There is inadequate prep room support and the furniture is outdated and inappropriate.

The school was last inspected in April 2003. The OFSTED report commented that overall the accommodation was unsatisfactory and the original building, which has unsuitable additions are not adequate, and negatively affect attitudes. The report highlights that the site and buildings are depressing and in ICT the learning environment is dreary because fabric and fittings are worn out. Up to 30 classrooms fail to meet minimum requirements on size and the outside huts are in an unacceptable condition. The report goes on to state that: 'Unsatisfactory accommodation is a disadvantage that contributes to some of the weaknesses in learning, for example, allowing pupils to become boisterous in crowded areas, often being uncomfortable and generally depressing expectations about school. Some classrooms are in a poor state of repair and some are cramped and have bad light and poor acoustics.'

The School holds specialist Arts College status.

Rodillian School is situated in the Ardsley and Robin Hood Ward, situated between the Morley and Rothwell town centres. Three of the twelve SOA's are amongst the 20% most deprived neighbourhoods in the Country. The local unemployment rate 1 December 2004 was 2.9% compared to the average of

2.4% in Leeds and 2.1% nationally.

The School currently has a capacity of 1356 and currently 1392 are enrolled. The school is currently oversubscribed. The OBC proposes to reduce the number of places at Rodillian to a maximum of 1250 with an admission number of 210, this is in response to the projected decline in secondary numbers within the area.

Basic data: Latest data available in each area.

Rodillian High	Current	Planned	
Basic Data			
Admission Number	240	210	
11-16 NOR	1250	1050	
Post 16 NOR	142	170	
SILC partnership	N/A	30	
Total NOR	1392	1250	
	2002	2003	2004
KS3 Level 5			
English %	60	65	61
Maths %	64	62	66
Science %	55	59	55
Average Point Score	32	33	32
KS3 Level 6			
English	21	22	20
Maths	35	40	38
Science	19	33	18
KS4			
5A*-C %	43	35	33
1A*-G %	96	92	96
Capped Point Score	31	30	N/A
KS5			
APS per pupil	209	191	186
APS per entry	67	64	65
Absence			
Attendance %	89.4	88.6	89.5
Unauthorised %	2.3	2.4	2.6
Permanent Exclusions			
Number	1	5	8
Rate per 1000 pupils	0.7	3.5	5.6
Socio Economic			
Free School Meals %	16	15	16
BME population %	2	2	2

3.4.5 Schools to be Refurbished and Extended - Cockburn High School

Cockburn High School was built in 1958 and was originally a grammar school until reorganization in the 1970's when it became a 13-18 comprehensive high school. Cockburn is situated in the south of the City and draws most of its pupils from economically disadvantaged areas, unemployment is higher than average for Leeds and 41% are from households in receipt of a Council administered benefits. The proportion of pupils for whom English is not a first language is 6%.

The School expanded in 1999 to take 510 extra pupils, and changed its age range from 13-18 to 11-18; an extension was added to the east of the site, but the improvements were limited and failed to raise the standard of accommodation for Music, ICT, Maths, Modern Foreign Languages and also dining provision. A significant number of the new pupils had negative attitudes, low attainment and poor attendance records, which had a negative impact on the school as a whole, and this coupled with inadequate facilities had a major effect on the school attainment and made the reinforcement of the school's ethos and traditions very difficult.

The 1958 block has the most urgent condition and suitability problems and is heated by a coal-fired boiler. The 3-storey teaching area of the block suffers from solar glare, congested circulation areas and some through rooms. The condition survey identified that the curtain walling in this area is at the end of its useful life. Throughout the school, many of the general teaching rooms are undersized and there are numerous level changes. The library and dining room are too small for numbers on roll and there is a lack of cloakroom space for pupils.

Cockburn High School is situated in the Beeston and Holbeck Ward in the inner south of the City. Six of the fourteen SOA's are amongst the 10% most deprived in the Country and the whole of this inner area suffers from multiple levels of deprivation. There is a higher than average take up of benefits and the mortality rate is higher than the City average. Unemployment is well above the local and national averages at 4.2% in December 2004.

The School currently has a net capacity of 1078 and currently 1052 are enrolled, the current admission limit is 210. The OBC proposes to maintain the current admission limit at 210 with and additional 100 places at post 16. The overall capacity will increase to 1150.

Basic data: Latest data available in each area.

Cockburn High	Current	Planned	
Basic Data			
Admission Number	210	210	
11-16 NOR	1052	1050	
Post 16 NOR	-	100	
Total NOR	1052	1150	
	2002	2003	2004
KS3 Level 5			
English %	29	43	44
Maths %	40	48	54
Science %	40	43	49
Average Point Score	29	31	30
KS3 Level 6			
English	10	9	14
Maths	22	27	24
Science	12	16	14
KS4			
5A*-C %	16	20	29
1A*-G %	81	84	86
Capped Point Score	20	20	N/A
Absence			
Attendance %	85.6	85.1	86.4
Unauthorised %	4.1	4.5	4.5
Permanent Exclusions			
Number	3	5	9
Rate per 1000 pupils	2.8	4.7	8.6
Socio Economic			
Free School Meals %	32	34	33
BME population %	5	7	8

3.4.6 Schools to be Refurbished and Extended - Temple Moor School

Temple Moor is a community School serving the Halton area of East Leeds. The area served is quite diverse socio-economically with significant areas of the catchment area suffering from multiple deprivation and high levels of crime. Low aspirations and relatively easy availability of low paid; low skill employment

has led to a culture where high achievement at school and progress to higher education has been limited. In the past three years, the number of pupils gaining 5 GCSE's at grade C and above has risen from 29% to 51% making the school one of the most improved in the Country.

The school buildings are now a major barrier to further transformation and success and are actually putting into jeopardy the gains already made. Overcrowding, lack of space, undersize rooms, and the condition of parts of the building inhibit educational achievement, and the school's aim to be an inclusive establishment is undermined by the lack of accessibility to many parts of the school for pupils with mobility difficulties. The building is a major constraint to ICT with the complete lack of appropriate spaces for network equipment and the teaching of core ICT.

The OFSTED report of October 2001 comments that the drama spaces suffer from poor acoustics and are affected by the smells of the nearby kitchen and noise from an adjacent music room. The Humanities faculty is sited in 5 single mobiles and this separation leads to unnecessary duplication of resources in each room. There are no indoor social areas for pupils to use

The School achieved specialist status for Science in 2004. The success of the school has resulted in an expansion of pupil numbers with the NOR rising from just over 1000 in 2001 to nearly 1300 in September 2004 with over 150 being post 16 students. The raising of the school's admission limit to 220 by the Local Authority in 2004 on a temporary basis was as a response to the increased demand for places.

The School currently has a net capacity of 1128 and currently 1275 are enrolled. The OBC proposes to increase the capacity at Temple Moor to a maximum of 1220 from 1130. The admission number will be set at 210 in order to reflect the anticipated demand for places as a result of the projected decline in pupil numbers.

Temple Moor High School is situated within the Temple Newsam Ward, which forms part of the East Wedge of Leeds. Current unemployment rates are 1.2% compared to the average Leeds and national averages of 2.4% and 2.1% respectively. Many of the ward's statistics are comparable to those overall in Leeds. Overall crime rates are lower than average, with 160 per 1000 incidents compared to 182 across the City, however the levels of burglaries is higher than the Leeds average. Less than 2% of the population in this Ward are Black and Asian.

Basic data: Latest data available in each area.

Temple Moor High	Current	Planned	
Basic Data			
Admission Number	220	210	
11-16 NOR	1121	1050	
Post 16 NOR	154	170	
SILC partnership	N/A	30	
Total NOR	1275	1250	
	2002	2003	2004
KS3 Level 5			
English %	79	80	53
Maths %	62	71	76
Science %	71	75	69
Average Point Score	35	35	33
KS3 Level 6			
English	50	54	19
Maths	35	38	48
Science	35	39	32
KS4			
5A*-C %	45	51	51
1A*-G %	97	96	95
Capped Point Score	33	33	N/A
KS5			
APS per pupil	249	251	248
APS per entry	65	65	66
Absence			
Attendance %	91.2	91.1	92.0
Unauthorised %	1.4	1.4	1.1
Permanent Exclusions			
Number	2	2	3
Rate per 1000 pupils	1.8	1.7	2.4
Socio Economic			
Free School Meals %	15	15	14
BME population %	4	4	3

4.0 SCHOOL VISION AND PROJECT OPTIONS

4.1 Common Vision

All of the schools in Phase one have common themes linking their visions. These common themes also link into the Council's Corporate and Educational Visions. They are as follows:

4.1.1 Working Together

The majority of secondary schools are actively engaged in partnership delivery arrangements with other schools. In some cases these partnerships also involve colleges and training providers. The main partnership activity for the Phase 1 schools is detailed below.

Rodillian and Cockburn High Schools are part of a longstanding partnership in South Leeds. The original partnership between Royds and Rodillian High Schools and Joseph Priestly College was extended in 2002 to include Matthew Murray, Merlin Rees and Cockburn Schools. Matthew Murray and Merlin Rees Schools formally closed in August 2004 and will be replaced by the new South Leeds High School to be constructed as part of the Leeds Combined Secondary Schools PFI Project. This well developed and successful partnership provides a comprehensive range of post-16 courses, mainly delivered on the Royds, Rodillian and Joseph Priestly sites. The partnership has a strategic plan, formal structure for governance and is co-ordinated by a Partnership Director.

Cockburn has a separate post-16 link with Park Lane College to deliver Performing Arts on the Cockburn site and is developing close links with Morley High School.

Temple Moor High School has a partnership with Brigshaw High and Thomas Danby College established in 2001. The partnership currently delivers a comprehensive range of post-16 courses facilitated by the synchronisation of timetables and the transportation of students between sites.

Allerton High School has a partnership with Lawnswood, Ralph Thoresby and Abbey Grange High Schools, established in 2002. The partnership is currently facilitating the delivery of minority A-level subjects. Future plans include common timetable blocking and increasing the number of courses offered across the partnership. A post-16 Partnership Manager has recently been appointed.

The oldest established post-16 partnership in Leeds with a common timetable, joint prospectus and post-16 Manager comprises Pudsey Grangefield, Crawshaw and Priesthorpe High Schools. These three schools also work with John Smeaton and the Leeds College of Building on the development of construction work related learning. Pudsey Grangefield is also developing partnership activities with Park Lane College and the Leeds Training Trust.

4.1.2 Raising Standards

The Schools are actively tailoring the curriculum to meet the needs and interests of all their students in line with the Government's Agenda to transform the secondary education experience. All students are valued and ensuring the

academic progress and personal and social development of each is the core business of the school.

Allerton High extended its Work Related Programme to include Year 10 in 2004, along with a range of vocational courses at Key Stage 4 and Post-16. It is a school recognised by the Specialist Schools Trust and DfES for the achievement of its boys and ethnic minority students. It wishes to continue sharing good practice with other schools

Pudsey Grangefield school is applying strategies to drive attainment at Key Stage 4 to 60% of students achieving 5+ Grades A*-C by summer 2008 (attainment was 36% in 2003 and 46% in 2004). In particular the current significant attainment gap between boys and girls, which is wider than the national average, is to be closed to a position which shows equal progress against prior attainment.

Allerton Grange's recent OFSTED inspection clearly indicated that standards are improving, that appropriate targets are being set and that students are making good progress overall as they move through the school. Raising standards is one of the major aspects of the school's work. Strong leadership and recent restructuring have improved teaching in almost all areas of the school, BSF will support the school in the continuation of this good work.

Rodillian School recognises the need to address underachievement over a period of years – particularly addressing low added value. By developing individualised curriculum pathways with clear progression routes Rodillian aims to raise attainment by matching curriculum delivery to need and aspiration. The school will build upon the work already being undertaken within the South Leeds Partnership, which already shares substantial areas of 14-19 curriculum delivery.

Temple Moor offers a very successful 'work related' curriculum and pupils have access to personalised learning from 14-19. Links with employers and training providers have and are being developed further to provide a far greater range of opportunities for young people. The school wants to be at the forefront of curriculum development and have a 'learning network' established using a range of internal and external resources that supports the needs of every learner. The school has committed itself to becoming a 'learning school' utilising the accelerated learning model in the design of learning programmes. The School is committed to achieving significant and sustainable improvements in outcomes at Key Stage 4. Results have risen significantly from 29% 5+ Grades A* - C in 2001 to 52% in 2004.

4.1.3 Role of ICT

Access to excellent ICT facilities will allow students to support personalised learning and gives them the flexibility to learn effectively. We want to achieve a learning environment that puts children and parents at its heart, a place where student records, schemes of work, office administration systems are all compatible allowing effective access to information. Learning can continue at home with parents and students accessing information and learning materials via the school website.

Professional Development will be of crucial importance to ensure that the schools have well trained ICT literate teachers, equipped to make effective and efficient

use of the facilities available to them, enabling maximum impact on the students' learning. Well qualified technicians to support teachers, staff and students on ICT hardware and software and to maintain them effectively will support this.

Allerton Grange aspires to give students the ability to take control of their own learning and be prepared and equipped for the 21st Century. It is essential that to achieve this goal, school buildings are available that create the environment to support personalised learning throughout the students' school lives, and to inspire them to continue learning once they leave school.

As a Business and Enterprise Specialist School, Allerton High has developed an expertise in delivering high quality ICT Courses at all levels and wishes to extend these to the community. Year 5 & 6 students from a local primary school are taught ICT in Allerton High every week.

Cockburn High School sees ICT impacting heavily on Communication and Accessibility to learning. It will support teaching and learning through e-mail, other web-based communications and sms messaging. This will improve communication between learners, staff and pupils and between home, school and other educational establishments.

Virtual learning environments and flexible configuration of settings will allow for inclusive learning to take place where all learners can access material designed to cater for their individual needs, enable them to learn at their own pace and provide access to learning at a time that is suitable for them.

ICT will support teaching and learning by stimulating learning through the effective use of interactive audio / visual resources, allowing learners greater and safer access to data and information through the world wide web, aiding assessment and marking through on-line testing, thereby allowing greater collaboration to take place.

Pudsey Grangefield achieved specialist status as a Mathematics and Computing College in Summer 2004. It is developing an extensive ICT learning infrastructure which integrates interactive whiteboard facilities with its PC and wireless based curriculum networks and its well established web-based home communications and learning facility. It is therefore well placed to develop an "any time any where" e-learning service. As it is also an accredited Oracle Academy and Microsoft Office Academy, it is providing a range of quality ICT training and e-learning access to local schools and the wider community.

Temple Moor sees the innovative and effective use of ICT as central to the school vision and the delivery of personalised learning. Interactive whiteboards, mobile computers, electronic registration and tablet PC's are already part of the school but this vision can only be further realised with suitable accommodation and infrastructure.

Rodillian School believes that ICT is central to the development of inspiring teaching and learning, the creation of independent learners and support for the concept of lifelong learning. Combined with existing school initiatives on interactive whiteboards, distance learning, computer attendance and pupil

management systems, the twin drivers of innovation and access in ICT will support improvements in attainment.

4.1.4 Inclusion

Allerton High has a vision to deliver a step change in the inclusion of and opportunities for pupils with SEN, facilitate much wider social inclusion and engender a culture of attainment and opportunity for the community. A newly designed learning environment, providing appropriate spaces enabling support and intervention will help in facilitating the development of inclusive practice. The school is also developing a partnership with the North West SILC which will allow up to 30 students on the autistic spectrum across Key Stage 3 and Key Stage 4 to attend the school while remaining on the roll of the SILC. The schools many partnerships support inclusion, curriculum diversification, effective response to ILPs and appropriate progression.

Allerton Grange was awarded a grade 1 (excellent) for inclusion in their recent OFSTED report. Students with special educational needs have full access to a wide range of curricular and extra-curricular opportunities. An Inclusion Centre is situated in the heart of the school comprising of a suite of rooms where all support facilities are housed together. The unit for 17 deaf and hearing impaired students forms an integral part of this facility.

At Pudsey Grangefield, the on-site partnership between the school, Connexions Service and other agencies (social services, health services, police, youth services etc) provides a comprehensive support framework for students and their families. In addition the partnership on site between the school and Park Lane College ensures access to specialist provisions within Leeds Federation of Colleges and expansion of 14-19 vocational curriculum to meet individual pathways as identified by ILPs, facilitated in part by 'e-College'.

By delivering an adaptable curriculum, Rodillian wishes to demonstrate the ability to offer equality of opportunity and achievement for young people with special educational needs. The School will enter into partnership with the South Leeds SILC offering mainstream opportunities for pupils with complex needs. In doing so overcoming barriers to social inclusion, particularly low expectations, by providing a centre for the local community which provides access to lifelong learning opportunities and enhancing the value placed on education.

Temple Moor and Allerton Grange Schools are committed to being inclusive schools in all aspects of its work. The wider inclusion agenda, in relation to young people with learning and/or physical disabilities is a key priority for the schools that could be enabled by the provision of appropriate and accessible accommodation. The siting of High Care Partnerships on the school campuses would be a fantastic opportunity to allow all children to benefit from learning opportunities at the schools and for a climate of inclusivity and mutual understanding to be developed and nurtured.

4.1.5 Community Cohesion

Allerton High School is already working to provide a contemporary, exciting, relevant educational experience and become a school for the local community to be proud of. It will continue to develop and extend its community programme

and intends, through the quality of its work, to become the automatic first choice school for the local area stopping the drift out of Leeds to Harrogate Schools in North Yorkshire.

At Allerton Grange the community placements undertaken by Year 10 students as part of their citizenship course are an excellent example of the links that the school has with the community. These placements alongside other links with the local community also have positive outcomes in relation to the students' personal and social development. Traditionally the students organise a Christmas party for senior citizens, giving the students some entrepreneurial experience as well as making them aware of the needs of others. The school receives many letters of thanks and congratulations about this. Good relations with local residents are helped by simple actions like clearing up litter and undertaking fund raising for the local hospice. A wide range of parents and local residents uses the school's premises together. Representatives of industry and commerce who help with the careers education programme, as business mentors or providers of work experience, help students to gain an insight into the world outside school.

Pudsey Grangefield school has been significantly over-subscribed since the mid 1990s and maintains the confidence and support of the local community. The many partnerships hosted on the school site encourage community involvement and ownership of the school. Adult classes both during the day and evening strengthen this relationship. The school intends to build on this good work and develop the new school building as a focal point at the heart of the local community by increasing the number of areas used by the community both during and outside of the 'standard school day'.

Rodillian School aims to provide the local community with a single access point to services, learning and leisure. As a learning campus it would wish to incorporate an individualised curriculum for all pupils. By working with the community the school intends to provide a variety of services to people in the locality and also would wish to develop the school at the centre of a community transport network, which will require the planning of safe access to public transport, along with space for loading and unloading of school buses.

Cockburn High School believes the need for inclusion and community cohesion is a major issue. They ardently believe that an extended school on the site can make a positive contribution to bringing together communities that currently remain separate. The school fully recognizes that it has an important role to play in the local community and central to our planning is to co-locate education, health and care services on our site providing a one-stop family support centre. They recognise that they can only hope to achieve their objectives through collaboration with their educational partners and by being 'open' and responsive to the needs of the community they serve. In particular, they actively seek to establish a 'learning community' on the site involving a range of key partners including health professionals, the police and other educational partners. This will give true meaning to the concept of 'lifelong learning'.

Cockburn would seek to achieve this by establishing the following services:

- Health and Social Services
- Other Services for Young People and Children

- Lifelong Learning
- Cultural and Sporting Activities
- Other Services to the Community – Safer Communities

The agenda of raising standards and aspirations is one that Temple Moor see extending out into the community and supporting economic and social regeneration of the area. The School want parents to continue to see Temple Moor as the first choice school but also see it as a learning institution from which they can benefit themselves. The links with Brigshaw High School and Thomas Danby College help ensure that diverse provision is offered to both students and adult learners.

4.1.6 Sustainability

The Schools will strive to create an environment for learning that not only has sustainability at its core, but also will actively encourage the efficient use of energy with a reduced level of maintenance. The schools are keen to ensure that the new build be sourced through sustainable materials where possible and that energy sources are as environmentally friendly and efficient as possible.

Rodillian School wish to create a sustainable environment in terms of energy and design, but also utilise community links creating a community transport network which gives sustainable access to the site services throughout the day and evening.

Temple Moor School wishes to make issues of environmental sustainability significant for pupils, staff and parents as part of the wider Citizenship programme.

Allerton Grange School are keen to work in a sustainable building that will not reduce nor prevent the effectiveness of the changes that have already taken place. The school needs a purpose built environment that recognises the need for sustainable learning with multiple and flexible capacity to meet the ever changing needs of the school and the community it serves.

4.1.7 Workforce Reform

The development and retention of teaching staff is of paramount importance to delivering an inspiring curriculum. The Workforce Reform Agenda means that more people, with a variety of backgrounds and experiences, are working to enhance the learning of our children. All are entitled to professional development opportunities within the school. An important part of achieving this is to create bright, inspiring staff accommodation and to give staff the tools to allow innovative teaching practices. All staff are encouraged to develop their ICT skills to use ICT as a learning resource, as well as to monitor student progress. Improved and integrated ICT will extend these benefits further and impact on every learning area.

Allerton High School is working to become a recognised centre of excellence for teacher training and postgraduates, working with Bradford College as well as Dixons CTC in Bradford. It has remodeled its non-teaching staff's responsibilities to develop a career structure, at the same time as addressing workforce reform for the teaching staff.

Allerton Grange has already used workforce reform to define roles and responsibilities and to ensure effective support for both teachers and students. New appointments to a wide range of non-teaching posts have been made. The school has put in place an extensive continuing professional development programme to support improvements in teaching and learning.

Pudsey Grangefield School is committed to the integration of staff directly employed by several organisations with emphasis on recognising a shared commitment to a widened client group. It is intended that the new building design will enable and encourage staff from the range of on-site organisations to network both formally and informally. Examples of this are shared social and workspace areas, resources, office areas, and conference/meeting facilities. The School has established a whole school Workforce Reform Implementation Group that ensures the School is well advanced in the workforce remodelling process.

Rodillian believes that recruitment and retention of high calibre staff is key to sustaining high quality provision. Embracing workforce reform and the core principles of IIP, Rodillian aim to have a dedicated self-developing team of staff. Providing a high quality environment with a training facility at its centre will aid recruitment and demonstrate the school's commitment to improvement through professional development. Provision of on-site childcare will support this together with an additional service feature for the local community

Temple Moor wants to recruit and retain the very best professionals to the school. The School's commitment to achieving high standards must be seen to apply to staff as well as students. Temple Moor sees the support and development of their staff as fundamental to the success of the School. The School aims to gain Training School Status and further expand their involvement in the development of teachers and related professionals. The school is an 'Early Adopter' School and has engaged fully with the remodeling agenda. The balance between support and teaching staff has changed substantially over the last few years and multi-disciplinary teams are now working in support of learning. The use of 'Learning Managers' within faculties has been an innovative move that, although successful, is undermined by the lack of suitable accommodation for them.

In addition to the common themes above, the Schools have provided the following vision statements:

4.2 School Specific Visions

A significant amount of work has been undertaken with the schools in Phase 1 to support them in developing their individual school visions including:

- Regular meetings between the Headteachers and their dedicated BSF Project Co-ordinator;
- Phase 1 network meetings between Headteachers, Chairs of Governors, and officers from Education Leeds and the City Council;
- Phase 1 workshops on ICT, Extended Schools, Workforce Reform, SEN and the 14-19 Agenda.

Following on from this vision development, a substantial amount of work has been undertaken to translate these visions into basic design concepts. The “Exemplar Design” concepts and each individual school vision have been used to tailor accommodation schedules to local requirements whilst remaining within the BB98 framework. These detailed accommodation schedules are attached as Appendix 12.

4.2.1 Allerton High School Vision

The School’s mission statement, which has been ratified by the Governing Body, is as follows:

‘Allerton High Business and Enterprise Specialist School is committed to enabling young people to achieve success and prepare them for the challenges ahead, working in partnerships with students, their careers and the community.’

As a specialist Business and Enterprise School, Allerton High has set challenging whole school targets and will

- Raise standards of achievement, particularly in specialist subjects, through enhanced learning and teaching opportunities and by promoting a culture of high expectations of all students across the ability range.
- Encourage its students to engage fully in the learning process and become independent learners by providing creative and challenging opportunities, across a broad and balanced curriculum, to develop their understanding of business and enterprise in its widest sense.
- Continue to work with its partner schools and local community, by sharing resources, developing curriculum links, identifying and celebrating good practice to raise attainment and promote social inclusion.
- Challenge the impact of social inclusion, by developing and providing a range of opportunities for life long learning for local people, in partnership with the local community, business and industry.
- Utilise innovative approaches to learning in its specialist subjects, to become an acknowledged Centre of Excellence within the City of Leeds for high quality delivery of its Business Studies, ICT and Mathematics and in all curriculum areas.
- Increase Post 16 participation and success rate through enhanced diversity and curriculum choice, particularly in the specialist subjects, allowing students to elect accredited learning pathways to access employment, further or higher education opportunities.

Regeneration

Allerton High is actively participating in the regeneration agenda for the City of Leeds, schools in Leeds and more locally in the immediate community of Alwoodley in North Leeds.

Student Behavior

The School wants to promote a culture of support for its students and staff, actively seeking to reduce the incidence of bullying, non-attendance and intruders through the development of a site which creates social areas which

enable students to feel valued, proud of their environment and which are easily supervised to ensure the comfort and safety of everyone.

As part of the BSF programme it is proposed to provide the accommodation for the development of a Multi-Faith Centre which will continue to develop the understanding between different faith groups and cultures. This will also provide opportunities for other schools to access training, teaching and learning resources and to develop their approaches to a greater understanding of different faiths and cultures. The funding for this element of the project has been identified by Education Leeds and is ring fenced within the City council's Capital Programme.

Objectives

- To assist in developing partnerships between mainstream provision and the six Specialist Inclusive Learning Centres through incorporation of a Generic partnership base on the site of the School.
- To develop extended school practice.
- To become an e-confident School promoting enhanced thinking, collaborative working and community cohesion.
- To work with others to ensure that the new building supports 21st Century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to implement future changes as the Education landscape evolves.

Targets

It is expected that through BSF, Allerton High School will be much better equipped to meet its targets as set down in the school improvement and development plan. These targets are as follows: -

- Increase level of 5 A* - C to 56%
- Increase level of 5 A* - G to 95%
- Increase KS3 level 5+ English 84%
- Maths 78%
- Science 78%
- ICT 75%
- Increase Attendance to 92.3%
- Reduction in permanent exclusions to 1

4.2.2 Allerton Grange School

The School's mission statement states

'We aim to further raise the profile of the school within the community and to make it the school of choice for a significant number of students and their parents in our local area. We aim to foster achievement, success and respect in our students'.

Allerton Grange is involved in the Excellence in Cities initiative and was awarded Beacon School status in 2000 and the Artsmark silver award in 2004. This award reflects the outstanding work of the drama, music, art and textile subject areas. Successful performances, artists in residence and national success in

competitions have strengthened pupils personal and social development and have helped to develop community links. The Ethnic Minority Achievement Project has had a significant impact upon the perception of young people about what they can and should achieve.

The School has made significant progress in recent years and the trend in results at both key stages is now one of improvement. The School's vision is to engender a culture of continuous improvement. Current accommodation is detrimental to this development and in some cases obstructive to learning. BSF will provide 21st Century facilities to support the good practice already being demonstrated in teaching methodology. The School has developed a range of strategies, including mentoring, peer support from students and work placements to support young people at risk of exclusion. This has been successful and good progress has been made to reducing the number of fixed term exclusions

The recent introduction of vocational courses, a Prince's Trust course and a huge expansion in ICT course post-16 have helped to lay the foundations for transforming learning, particularly for disaffected students. The siting of the NE CLC on site has helped to stimulate change by promoting close curricular links and extended school provision.

Partnership / Community Links

The existence of the NE City Learning Centre has helped put Allerton Grange at the forefront of learning both in adults and children. Pupils from neighbouring schools use the facility alongside Allerton Grange pupils. The introduction of CISCO training and AVCE IT has been highly effective.

Allerton Grange offers a large number of post-16 ICT courses (believed to be the largest number in Leeds). Pakistani and Indian heritage students are able to extend their learning opportunity at school and many stay on for a third year in the sixth form.

Many members of local community groups attend the evening centre based at the School, Islamic classes and courses in the CLC after school hours. The School also has a large number of sport lettings and even hold community events such as weddings.

Objectives

- To assist in developing partnerships between mainstream provision and the six Specialist Inclusive Learning Centres through incorporation of a High Care partnership base on the site of the School.
- To develop extended school practice.
- To become an e-confident School promoting enhanced thinking, collaborative working and community cohesion.
- To work with others to ensure that the new building supports 21st Century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to implement future changes as the Education landscape evolves.

Targets

It is expected that through BSF, Allerton Grange School will be much better equipped to meet its targets as set down in the school improvement and development plan. These targets are as follows: -

- Increase level of 5 A* - C to 47-51%
- Increase level of 5 A* - G to 90-93%
- Increase KS3 level 5+ to 63-67%
- Increase Attendance to 92%
- Reduction in permanent exclusions to 3.

4.2.3 Pudsey Grangefield School Vision

Pudsey Grangefield School strives to develop in all its students, those abilities, behaviours and beliefs, which equip them to enjoy and share a life of achievement and personal fulfilment.

The School's mission is to be an excellent lead organisation for learning, which serves the individual needs of their students and recognises its Community, City and National context. To this end the School has made a strategic shift from sole provider of learning to leader and manager of learning programmes on behalf of its clients and wider stakeholders. BSF will enable the School to further develop collaboration and partnership with other learning providers and support employers and other services to provide high quality services, which meets the need of their customers.

The School is an accredited Microsoft Academy and Oracle Academy. It is also a Leeds Connexions Vanguard school, in particular leading the development of Individual Learning Plans for the city and further engaging external agencies in seeking to provide a coherent and comprehensive service for young people. There are strong operational partnerships with the Pudsey Family of Schools including a mature Post-16 Consortium of the town's three secondary schools and well developed partnership links with Park Lane College, who maintain an on site presence, and Leeds Training Trust, enabling access to both the adult learning and business community. Current accommodation is preventing further development of these initiatives; BSF will enable this good work to flourish in appropriate facilities.

The School has developed a particularly strong Media and Communications curriculum, which draws on the local and wider community together on an annual basis with a month long FM station, organised and presented by students. They also have enhanced capacity for communication between staff, students, parents and external partners through a leading edge web-based communications system 'Simplyclick'. The Council's transformational ICT vision, enabled through BSF, will provide the technology required to develop these areas of good practice further.

Adopting the label: 'striving for excellence - daring to be different', the School seeks to emphasis their drive for continuous self-improvement by developing and building on the good practice mentioned above. The School has an innovative Learning Pathways curriculum 14-19 and is committed to expanding

vocational and work-based learning routes through partnership working.

Partnership working

The on-site partnership between the School and Park Lane College ensures comprehensive provision for adult learners throughout NVQ Levels 1-3 (and foundation degree units). Local partnerships between the School, Leeds Training Trust and Park Lane College ensures access to regional employer network and work-based training, and reciprocally provides access to bespoke training for local business community.

Through these partnership links a comprehensive portfolio of ICT training is provided for the local and wider community. This current includes Microsoft Office Academy (expanding to Regional Centre), Microsoft Professional Academy, Oracle Academy, ECDL and others.

Objectives

- To develop extended school practice.
- To become an e-confident School promoting enhanced thinking, collaborative working and community cohesion.
- To work with others to ensure that the new building supports 21st Century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to implement future changes as the Education landscape evolves.

Targets

It is expected that through BSF, Pudsey Grangefield High School will be much better equipped to meet its targets as set down in the school improvement and development plan. These targets are as follows: -

- Increase level of 5 A*- C to 50%
- Increase level of 5 A*- G to 95%
- Increase KS3 level 5+ English 77%
Maths 80%
Science 70%
- Increase Attendance to 92.8%
- Reduction in permanent exclusions to 2.

4.2.4 Rodillian School Vision

Rodillian School is dedicated to the achievement of success for all members of its community through the provision of high quality education in a safe and secure learning environment. We seek to provide a curriculum delivered in partnership with others, which meets individual aspiration and need. Key to that is the creation of a learning campus, which inspires high aspirations and is adaptable to the needs of the whole learning community. Learning spaces will need to be flexible and accessible for multi-purpose use in order to deliver a challenging curriculum which will allow for the development of individual learning programmes, particularly from 14 onwards.

Rodillian School will be a learning campus providing opportunities for all our

stakeholders. Library, advice and council services will be at the forefront of our community access programme, which provides leisure and learning for all ages with a focus on art and sport. Links with Further Education providers will offer opportunities for training and access to work for those in employment and those seeking employment. Underpinning this will be a school which, operating in an inspiring environment, will provide high quality learning experiences to deliver high levels of attainment. Partnerships with stakeholders will allow the development of individualised curriculum, which meets individual need and aspiration and offers clear pathways for progression.

Regeneration

By working with employers and the City Council we want to provide learning and training opportunities to provide people with opportunities to build skills to operate in a high value, high income economy. By demonstrating the value of community endeavor and focusing on values of good citizenship, we want to develop young people with the potential and desire to contribute fully to their local community.

Objectives

- To assist in developing partnerships between mainstream provision and the six Specialist Inclusive Learning Centres through incorporation of a Generic Care partnership base on the site of the School.
- To develop extended school practice.
- To become an e-confident School promoting enhanced thinking, collaborative working and community cohesion.
- To work with others to ensure that the new building supports 21st Century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to implement future changes as the Education landscape evolves.

Targets

It is expected that through BSF, Rodillian High School will be much better equipped to meet its targets as set down in the school improvement and development plan. These targets are as follows: -

- Increase level of 5 A* - C to 44-47%
- Increase level of 5 A* - G to 85-90%
- Increase KS3 level 5+ English 64-68%
Maths 61-64%
Science 60-64%
ICT 61-64%
- Increase Attendance to 89%
- Reduction in permanent exclusions.

4.2.5 Cockburn High School Vision

The prime objective of Cockburn High School is to help all pupils to fulfil their academic potential. We place strong emphasis on academic, social and personal standards and seek to provide each individual student with appropriately challenging experiences within a climate of high expectations. We understand

the ambitions of the pupils and parents and endeavor to enhance the employment potential of individual pupils, assisting them towards appropriate placements in employment and in Further and Higher Education. Underpinning all that we do is a strong commitment to inclusion by providing equal opportunities for all, irrespective of race, gender or disability.

We believe that Cockburn can have a positive impact on South Leeds, supporting children, their families and the community. The School has a major role to play in raising pupil and parent aspirations and this accentuates the need for good facilities, which inspires pupils and parents to want to do well. Building on the success the school had already achieved we see our project aspirations as follows:

- To facilitate, promote and support open access to a complete and coherent service for local people.
- To provide a seamless, accessible service for pupils and their families and communities through the multi-agency combination of Education, Health, Recreation, Social Care and other services.
- To ensure broad based active collaboration between schools, public and private agencies, parents and the local community.
- To provide a focus for social care for the community.
- To offer an effective response to the fragmented services available to communities.
- To make a major contribution to building cohesive communities, to raising educational achievement and to community regeneration.
- To provide a broad, stimulating and diverse curriculum to enable all pupils to strive for academic excellence.
- To provide for the pastoral development of pupils in an inclusive, caring environment.
- To value and give equal opportunities for personal and professional development of staff, parents and partners.
- To create a broad range of opportunities for personal and professional development of staff, parents and partners.
- To welcome collaborative links with parents, the wider community and education partners.
- To focus on continuous School improvement through self review.

We seek to nurture in our pupils the desire to learn and the ability to study within an environment that is relaxed, orderly and firm and where relationships between pupils and teachers are based on mutual trust and respect. We value the individual and endeavor to facilitate flexible teaching and learning styles to develop independent learners. Through diversity of provision we can provide our pupils with skills, attitudes and aptitudes that will maximize their employment potential and become lifelong learners.

Objectives

- To develop extended school practice.
- To become an e-confident School promoting enhanced thinking, collaborative working and community cohesion.
- To work with others to ensure that the new building supports 21st Century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to implement future changes as the Education

landscape evolves.

Targets

It is expected that through BSF, Cockburn High School will be much better equipped to meet its targets as set down in the school improvement and development plan. These targets are as follows: -

- Increase level of 5 A* - C to 20-27%
- Increase level of 5 A* - G to 65-70%
- Increase KS3 level 5+ to 50%
- Increase Attendance to 85.5%
- Reduction in permanent exclusions to 3.

4.2.6 Temple Moor School Vision

Temple Moor's mission statement is:

To become, and be recognised as, an outstanding secondary school with all learners able to achieve their true potential.

Our values:

- Equality of opportunity
- Respect for all individuals
- Integrity and trust
- Excellent relationships between pupils, teachers and parents
- High standards
- The broader educational experience, not just the academic
- Leadership and innovation
- Success

Our aims:

- Partnerships with parents and within the community
- Rich, balanced educational experience for all pupils that includes and extra-curricular dimension
- Achievement of all pupils and staff are recognised
- Inclusive school where all pupils can be successful and achieve both academically and socially
- Supportive, challenging and safe learning environment
- Effective through being forward looking and committed to continual development, improvement and innovation in teaching and learning

Objectives

- To assist in developing partnerships between mainstream provision and the six Specialist Inclusive Learning Centres through incorporation of a High Care partnership base on the site of the School.
- To develop extended school practice.
- To become an e-confident School promoting enhanced thinking, collaborative working and community cohesion.
- To work with others to ensure that the new building supports 21st Century expectations in styles of teaching and learning, technological developments with flexibility and adaptability to implement future changes as the Education

landscape evolves.

Targets

It is expected that through BSF, Temple Moor High School will be much better equipped to meet its targets as set down in the school improvement and development plan. These targets are as follows: -

- Increase level of 5 A* - C to 60%
- Increase level of 5 A* - G to 96%
- Increase KS3 level 5+ to 75-80%
- Increase Attendance to 91.8%
- Reduction in permanent exclusions completely.

5.0 DETAILED OPTION APPRAISAL

5.1 Introduction

The options appraisal has been founded upon the extensive feasibility work already undertaken by the Council prior to submitting their Expression of Interest. This work was then revisited in August 2004 in light of the DfES letter of 4th August 2004. The revised options appraisal looked in more detail at the possibility of retaining and refurbishing larger areas than previously identified. The options looked at the location, site, condition and suitability of buildings that dated from the 1990's to assess whether retention and refurbishment was an option. Each of the options below was considered for the schools and then tested against a set of value criteria.

1. Complete new build (unless where specified)
2. New build with some minor refurbishment
3. New build with some minor and major refurbishment
4. Retain, refurbish and extend

These options were scored against the value criteria using the following scoring method:

- 1 = Does not meet the criteria
- 2 = Does not meet the criteria in most areas
- 3 = Partially meets the criteria
- 4 = Meets criteria fully in most areas
- 5 = Fully meets the criteria

It was not possible to evaluate all four options for every school, as at some schools, it was evident there were only three options, and in extreme cases, two options that were applicable. This depended on the circumstances of the individual schools, but where possible, refurbishment options were investigated to the full.

In September 2004, revised funding guidance was announced requiring an overall apportionment of works of 50% new build; 35% major refurbishment and 15% minor refurbishment. Within Leeds there were concerns whether this would achieve value for money solutions to certain of the schools included within in Wave 1. In the light of this guidance, Leeds revisited the prioritisation of schools, and the level of recent capital investment in each school to determine which schools were more suited to a refurbishment option. The result of this review is that Phase 1 now consists of four new build schools with some retained areas, and two schools to be refurbished, with a mix of major and minor refurbishment and some new build extension to bring the schools in line with BB98.

Significant work has taken place in conjunction with Headteachers with support and guidance from the Council's Technical Advisor to produce detailed accommodation schedules which reflect the spaces required by the schools and the Council. These are attached as Appendix 12.

The Whole Life Cost models for the preferred option and the secondary options for the Schools are found in Appendix 3.

The results for each school are summarised in the narrative and tables in the following sections.

5.2 Individual School Options

5.2.1 New Build Schools - Allerton High School

Allerton High consists of a main block built in 1938, a Sports Hall built in 1973, a staff/sixth form extension added in 1992 and some temporary buildings. The site is relatively level so that level changes within the school are minimal. Generally the buildings are in average condition. The Asset Management Plan (AMP) reports states that there is some sign of structural cracking in the main building, and the temporary buildings have reached the end of the life span and need replacing in the next 5 years.

A number of options have been considered. These are as follows:

Option	Solution
1	<p>Complete Rebuild</p> <p>In order to meet the aspirations of BSF and BB98, the ideal solution would be a complete new build, which would achieve these aspirations and allow for transformational change. The site is restricted and access to the current school is dangerous, so the footprint would be sited on the playing fields to the rear of the school with a new access.</p>
2	<p>Preferred Option: Retain and Refurbish Sports Hall and rebuild remainder</p> <p>The Sports Hall is a good size, and is bigger than required under BB98 and well sited, but needs considerable refurbishment, the changing rooms are particularly poor in terms of condition. The rest of the School would be sited to the rear on the playing fields as described in option 1.</p>
3	<p>Retain and Refurbish Sports Hall and most of the 1930's block, demolish timber wing and extend as necessary</p> <p>A major refurbishment may allow for some change depending on the structural condition of the building, but it may be that some areas are not fully accessible and may not meet BB98. The timber wing is suitable for replacement as the corridors are narrow and the classrooms small, so there are suitability and circulation issues. The extension could be sited between the main school and the Sports Hall to free up more playing field area and make the school more compact in size. This may not provide the best value for money.</p>
4	<p>Full Refurbishment, demolition of mobiles and extension</p> <p>This option will not provide value for money. The extension would also have to be incorporated into the school footprint so as not to reduce any playing field space on what is a small site.</p>

Summary of Option Analysis for Allerton High School					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		New build (base case)	Retain and refurb sports hall and replace remainder	Retain and refurb sports hall and 1930's block. Replace remainder	Retain, refurb and extend
Transformation Impact	10	5	5	2	1
		50	50	20	10
Raises Attainment	10	5	5	3	2
		50	50	30	20
Improves Inclusion	10	5	5	3	2
		50	50	30	20
Improves access including DDA	10	5	5	3	2
		50	50	30	20
Matches Stakeholder Expectations	6	5	5	2	1
		30	30	12	6
Improves Condition	8	5	4	3	2
		40	32	24	16
Improves Suitability	8	5	5	3	2
		40	40	24	16
Improves Sufficiency	6	5	5	4	2
		30	30	24	12
Creates Flexibility	8	5	5	2	1
		40	40	16	8
Minimises Disruption during Construction	5	5	5	1	1
		25	25	5	5
Environmental Sustainability	6	5	4	3	2
		30	24	18	12
Improves Staff Retention and Recruitment	6	5	5	3	2
		30	30	18	12
Deliverability	5	4	4	2	2
		20	20	10	10
Improves Education Efficiency - journey times	7	5	5	2	1
		35	35	14	7
Improves Security	5	5	5	3	2
		25	25	15	10
Facilitates Development of Extended Schools and Community Use	7	5	5	3	3
		35	35	21	21
Contribution to Corporate Vision	5	5	5	3	2
		25	25	15	10
Total score		605	591	326	215
NPV (£m)		30.46	29.52	27.95	26.72
Value Ratio		19.9	20.0	11.7	8.0
Rank		2.0	1.0	3.0	4.0

Summary of Preferred Option

Allerton High School is proposed as a PFI project of predominantly new build. The current Sports Hall will be retained and undergo a major refurbishment. The changing rooms attached to the Sports Hall will be demolished and rebuilt.

The main school, separate from the Sports Hall, will be demolished and rebuilt to BB98 standards on the playing fields to the rear of the existing school. The Sports Hall is in a good enough position on the site such that it does not drive or interfere with the new school footprint.

A Multi-Faith Centre, for which separate capital funding has been identified, will also be built adjacent to the new school building. In addition, Allerton High School will also have a new build Generic Care Partnership Facility co-located with it to support the SEN requirements of the Council and Education Leeds. It is planned that the same contractor will build all three facilities at the same time.

The preferred option will allow the school to be designed to support the Schools role as a focus for the local community facilitating much wider social inclusion through the provision of a partnership base. This option will also enable further development of curriculum links with partner schools and the local community; extending its work related programme and range of vocational courses at both key stage 4 and post-16. Through the provision of a multi-faith centre it will continue to offer additional resources for the local Jewish community and other local community based faith groups.

5.2.2 New Build Schools – Allerton Grange School

Allerton Grange consists of two main blocks built in 1955 and 1960. The School was originally a Middle School adjacent to an Upper School but these combined to form one school. The buildings were not linked and a CLC (2002) is currently sited between the two buildings. Block one (Upper School) has undergone some refurbishment and extension over the years and is in better condition than Block two (Middle School). A third block housing the 6th form was built in 1972 and is not linked to the other buildings. The School is typified by numerous level changes, narrow corridors and small classrooms, although some attempt to widen certain corridors has been made.

A number of options have been considered and they as follows:

Option	Solution
1	<p>Preferred Option: New Build This option would fully address the condition, suitability and sufficiency problems of the existing school buildings. It would reunite a school that is divided causing lengthy travel times between classes. It would ensure that the school becomes fully inclusive and accessible, and would meet BB98 and BSF aspirations.</p>
2	<p>There was not an option available that was a compromise between option 1 and 3.</p>
3	<p>Refurbish the Main Block (Upper School) and replace the remainder of the buildings This option would not achieve accessibility or inclusion, as refurbishment would not address issues such as level changes. Suitability will be difficult, as some classrooms are too small and a refurbishment would not address this, transition times between the two blocks would not improve, as the issues of a split school would still remain. It would have to be accepted that transformation would only be partially possible and BB98 and BSF aspirations would only be partially met.</p>
4	<p>Full Refurbishment A full refurbishment option was not considered as majority of the buildings are not considered suitable for retention, and whilst this would potentially prolong the life of the buildings, it would not be value for money nor would it address the issues around the school buildings.</p>

Summary of Option Analysis for Allerton Grange High School				
Criteria	Weighting	Option 1	Option 3	Option 4
		New build	Retain main block and replace remainder	Retain and refurbish all buildings
Transformation Impact	10	5	3	2
		50	30	20
Raises Attainment	10	5	4	3
		50	40	30
Improves Inclusion	10	5	2	1
		50	20	10
Improves access including DDA	10	5	2	1
		50	20	10
Matches Stakeholder Expectations	6	5	3	2
		30	18	12
Improves Condition	8	5	3	3
		40	24	24
Improves Suitability	8	5	3	1
		40	24	8
Improves Sufficiency	6	5	3	3
		30	18	18
Creates Flexibility	8	5	3	1
		40	24	8
Minimises Disruption during Construction	5	5	3	1
		25	15	5
Environmental Sustainability	6	5	3	2
		30	18	12
Improves Staff Retention and Recruitment	6	5	4	2
		30	24	12
Deliverability	5	4	3	1
		20	15	5
Improves Education Efficiency – journey times	7	5	3	1
		35	21	7
Improves Security	5	5	3	3
		25	15	15
Facilitates Development of Extended Schools and Community Use	7	5	3	2
		35	21	14
Contribution to Corporate Vision	5	5	3	2
		25	15	10
Total score		605	362	220
NPV (£m)		39.94	36.69	36.36
Value Ratio		15.15	9.87	6.05
Rank		1	2	3

Summary

Allerton Grange School is proposed as a PFI project of complete new build. As seen in the options appraisal, the preferred option is to demolish the existing school and rebuild it. The footprint of the new school will be on the current running track so as to reduce disruption on the existing school. Different options have been considered for the new school footprint, but building away from the existing school reduces the need to demolish elements of it during construction and subsequent interim services.

In addition, Allerton Grange School will also have a new build SEN Partnership Facility co-located with it to support the SEN requirements of the Council and Education Leeds. It is hoped that the same contractor will build these facilities at the same time. The SEN facility will be included within the PFI procurement.

The preferred option will enable the School to develop its role within the local community in conjunction with the existing City Learning Centre through the provision of spaces that enhance and complement learning both for children and adults. Wider social inclusion will also be facilitated through the provision and development of a partnership base for children and young people with special educational needs.

5.2.3 New Build Schools - Pudsey Grangefield School

Pudsey Grangefield consists of three permanent blocks and numerous temporary buildings. The main block was built in 1908. The second block was added in 1972 and the third block, which houses the science accommodation, was added in 1980. These buildings are uninspiring. A separate sports hall, which has undergone some extension, was built in 1975. The school is typified by numerous level changes, which make it completely inaccessible, and this is due to the sloping nature of the site.

A number of options have been considered. They are as follows:

Option	Solution
1	<p>New Build</p> <p>In order to meet the aspirations of BSF and BB98, the ideal solution would be a complete new build, which would achieve these aspirations and allow for transformational change. The Victorian building would be sold off for development, and the remainder of the school would be demolished and playing field re-established. The new building would be located on playing fields across a common footpath opposite the school.</p>
2	<p>Preferred Option: Retain and Refurbish the Sports Hall and rebuild the remainder</p> <p>This option would allow for transformational change, although the Sports Hall would be sited some distance from the Main School across a public footpath. The new build footprint would be located as option 1.</p>
3	<p>Retain and refurbish the Sports Hall and the Science Block and rebuilding the remainder</p> <p>This option would involve the refurbished blocks being located away from the main body of the school, if the large playing fields opposite were considered as the location for the main school. The immediate area surrounding these blocks is steeply sloping and very tight, so it would be difficult to establish a footprint. There would likely need to be some phased development, involving considerable use of temporary buildings.</p>
4	<p>Replace the temporary units and refurbish the remainder</p> <p>This option would never achieve BB98 or transformational change. The majority of the school buildings would still remain inaccessible and BSF aspirations would not be met. The buildings would need considerable investment to address the problems and this option would not be value for money.</p>

Summary of Option Analysis for Pudsey Grangefield					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		newbuild (base case)	Retain and Refurbish Sports Hall, rebuild remainder.	Retain and refurbish sports and science block. Rebuild remainder	Replace mobiles and refurbish remainder
Transformation Impact	10	5	5	4	3
		50	50	40	30
Raises Attainment	10	5	5	5	4
		50	50	50	40
Improves Inclusion	10	5	4	3	1
		50	40	30	10
Improves access including DDA	10	5	4	3	1
		50	40	30	10
Matches Stakeholder Expectations	6	5	4	3	2
		30	24	18	12
Improves Condition	8	5	5	4	3
		40	40	32	24
Improves Suitability	8	5	5	3	2
		40	40	24	16
Improves Sufficiency	6	5	5	4	3
		30	30	24	18
Creates Flexibility	8	5	5	4	2
		40	40	32	16
Minimises Disruption during Construction	5	5	5	2	2
		25	25	10	10
Environmental Sustainability	6	5	5	4	3
		30	30	24	18
Improves Staff Retention and Recruitment	6	5	5	4	3
		30	30	24	18
Deliverability	5	5	5	1	1
		25	25	5	5
Improves Education Efficiency - journey times	7	5	4	2	2
		35	28	14	14
Improves Security	5	5	4	1	1
		25	20	5	5
Facilitates Development of Extended Schools and Community Use	7	5	5	3	2
		35	35	21	14
Contribution to Corporate Vision	5	5	4	3	2
		25	20	15	10
Total score		610	567	398	270
NPV (£m)		31.6	28.94	30.67	24.4
Value Ratio		19.30	19.59	12.98	11.07
Rank		2	1	3	4

Summary

Pudsey Grangefield is proposed as a new build PFI project with the retention and major refurbishment of the Sports Hall complex. The new School will be constructed across a footpath on the playing fields, leaving the Sports Hall as a stand-alone complex, although alternative locations for the School footprint are being considered. A new or improved access road will need to be constructed to accommodate the traffic to the new building.

The preferred option will allow the development of educational facilities with ICT facilitating the provision of a multi-media learning resource centre at the heart of the development supporting learning zones. The option will enable the new buildings to present an 'open face' to the local community building on existing adult learning provision and developing as a e-college and vocational training gateway.

5.2.4 New Build Schools - Rodillian School

Rodillian School consists of three main permanent buildings and some temporary buildings. The main block dates from 1933, with a second large block dating from 1970 and more recently a dining and maths block dating from 2003. The 1933 building has accessibility problems, although some ramps and a lift have been installed, and there are level changes throughout this building. There are problems with the roof, which is predominantly flat. The 1970's building also has a flat roof, and is in dire condition. It has numerous corridors and through rooms, with some level changes and is confusing in layout. Many of the toilets are unusable due to the capacity of the original system which it was linked to when built. The nearest toilets are in the main school, which entails a 5-10min walk. The school is approximately half a mile from one end to the other.

A number of options have been considered. They are as follows:

Option	Solution
1	<p>Complete New Build</p> <p>The current school sits close the road, behind a bank of high ground. The new school would be sited on the high ground away from the road and the existing school, which would greatly minimise disruption. The new Dining and Maths Block would not be retained, as it would be difficult to link the new building with this building due to the location and the considerable level change between the two.</p>
2	<p>Preferred Option: New build with the retention of the Dining and Maths Block</p> <p>The new block is suitable for retention but is badly sited in relation to the footprint of the new school. There would need to be considerable external works to accommodate the ground level change, particularly with respect to DDA compliance. This block would have to be a stand-alone block and would be located some distance from the main body of the school, creating management and travelling problems. That said, the building is in good condition although the classrooms are on the small side, so may not achieve BB98. Transformational change will still be significant and the existing building could be redesignated for other use.</p>
3	<p>There was not an option available that reflected a minor pain option.</p>
4	<p>A full refurbishment option was not considered as the buildings are not considered suitable for retention, and whilst this would potentially prolong the life of the buildings, it would not be value for money.</p>

Summary of Option Analysis for Rodillian School

Criteria	Weighting	Option 1	Option 2
		New build	Retain and refurbish dining and new teaching block. Replace remainder.
Transformation Impact	10	5	4
		50	40
Raises Attainment	10	5	5
		50	50
Improves Inclusion	10	5	4
		50	40
Improves access including DDA	10	5	4
		50	40
Matches Stakeholder Expectations	6	5	4
		30	24
Improves Condition	8	5	4
		40	32
Improves Suitability	8	5	4
		40	32
Improves Sufficiency	6	5	4
		30	24
Creates Flexibility	8	5	4
		40	32
Minimises Disruption during Construction	5	5	2
		25	10
Environmental Sustainability	6	5	4
		30	24
Improves Staff Retention and Recruitment	6	5	4
		30	24
Deliverability	5	5	2
		25	10
Improves Education Efficiency – journey times	7	5	1
		35	7
Improves Security	5	5	4
		25	20
Facilitates Development of Extended Schools and Community Use	7	5	4
		35	28
Contribution to Corporate Vision	5	5	4
		25	20
Total score		610	457
NPV (£m)		31.6	31.33
Value Ratio		19.30	14.59
Rank		1	2

Summary

Rodillian School is proposed as a new build PFI School with the retention and minor refurbishment of the recently constructed maths and dining block. The new building will be sited away from the retained building on the playing fields,

and such is the nature of the terrain and site, that the two buildings will not be linked directly, although alternative locations for the School footprint are being considered.

In addition, Rodillian School will also have a new build Generic Care Partnership Facility co-located with it to support the SEN requirements of the Council and Education Leeds. It is planned that the same contractor will build these facilities at the same time.

The proposed new build School on the Rodillian site will provide an accessible School that can be used by the whole community now and in the future. The current accommodation restricts the further development of its strong community links. The South Leeds Partnership will be strengthened by the enhanced facilities available through Rodillian's specialist arts status. The preferred option will greatly reduce the lesson changeover time as the current building is over 1/2 mile long and the new building will be able to offer a central area for community purposes.

5.2.5 Schools to be Refurbished and Extended - Cockburn High School

Cockburn consists of two blocks, dating from 1958 and a large extension in the late 1990's. The most recent additions to the School are the CLC in 2003 and some additional temporary accommodation in late 2004. The 1958 block has the most urgent condition and suitability problems and is located in the middle of the School. The CLC and the late 1990's extension are located at either end of the School. The site is sloping, which lends itself to numerous level changes, and this is particularly noticeable in the old block.

A number of options have been considered. They are as follows:

Option	Solution
1	<p>New Build</p> <p>In order to meet the aspirations of BSF and BB98 and achieve transformational change, the ideal solution would be a complete new build with the retention of the CLC (not included as part of the school GFA), which would achieve these aspirations.</p>
2	<p>Retain sports hall and recent block. Rebuild remainder</p> <p>This option would not fully meet the BSF or BB98 aspirations. A considerable amount of work would have to be done to attempt to reach these aspirations, but some transformational change will be achieved so this option is seen as a suitable compromise. This option is likely to be more disruptive to the school than option 3 and require more in terms of interim services therefore offers less value for money.</p>
3	<p>Preferred Option: Retention and refurbishment of the Sports Hall and late 1990's extension, and replacement of the 1958 Teaching Block</p> <p>Whilst this option does not demonstrate the best value for money, funding issues mean that the higher cost options are not affordable, consequently this option is seen as a suitable compromise. This option is less disruptive and offers more value for money than option 2. It addresses the most critical of the buildings in terms of new build which is 1958 block, which is rapidly approaching its expiry date.</p>
4	<p>Full refurbishment and extension, with the demolition of the temporary block.</p> <p>This option is not considered to be value for money. The condition and suitability of the main building alone needs urgent addressing and considerable investment would have to be made, whilst recognising that BB98, BSF aspirations and DDA compliance will never be achieved.</p>

Summary of Option Analysis for Cockburn High School					
Criteria	Weighting	Option 1	Option 2	Option 3	Option 4
		Full new build	Retain sports hall and recent block. Rebuild remainder	Refurbish main block and replacement of 1958 wing.	Full refurbishment and extension, with the demolition of the temporary block
Transformation Impact	10	5	4	4	3
		50	40	40	30
Raises Attainment	10	5	5	5	4
		50	50	50	40
Improves Inclusion	10	5	3	3	2
		50	30	30	20
Improves access including DDA	10	5	3	3	2
		50	30	30	20
Matches Stakeholder Expectations	6	5	3	3	3
		30	18	18	18
Improves Condition	8	5	4	4	3
		40	32	32	24
Improves Suitability	8	5	4	4	3
		40	32	32	24
Improves Sufficiency	6	5	4	4	3
		30	24	24	18
Creates Flexibility	8	5	4	4	3
		40	32	32	24
Minimises Disruption during Construction	5	5	2	3	2
		25	10	15	10
Environmental Sustainability	6	5	4	4	3
		30	24	24	18
Improves Staff Retention and Recruitment	6	5	4	4	3
		30	24	24	18
Deliverability	5	5	2	3	2
		25	10	15	10
Improves Education Efficiency - journey times	7	5	3	3	3
		35	21	21	21
Improves Security	5	5	4	4	3
		25	20	20	15
Facilitates Development of Extended Schools and Community Use	7	5	4	3	3
		35	28	21	21
Contribution to Corporate Vision	5	5	4	4	3
		25	20	20	15
Total score		610	425	448	346
NPV (£m)		32.11	26.63	30.23	22.11
Value Ratio		19.00	15.96	14.82	15.65
Rank		1	3	2	4

Summary

Cockburn High School will be a conventional project involving a major refurbishment of the main school with the new build of the 1958 three storey teaching block. The level of refurbishment within the buildings varies depending

on the condition and suitability. This is likely to be a phased operation, with the three-storey block being demolished first to make room for the New Block. Some temporary accommodation will be required to house the teaching areas whilst the demolition and rebuild is being carried out and also when the main part of the school undergoes major refurbishment (this includes the main hall and dining facilities).

The scope of works in the refurbishment areas and phasing is as follows:

Phase 1

- Install temporary accommodation.
- Decant 3-storey block users into temporary accommodation.
- Decant 3-storey block.
- Demolish 3-storey block.
- Build and replace science and general teaching classrooms.
- Occupy new build.

Phase 2

- Decant main block users into temporary accommodation.
- Remodel and refurbish existing main block.
- Re-occupy main block.

Phase 3

- Decant technology block into temporary accommodation.
- Remodel technology block.
- Re-occupy technology block.
- Remove temporary accommodation.

Phase 4

- Build link between new block and existing school.
- Complete external works
- Install sprinklers and minor associated works to 90's block

The preferred option will enable the school to act as a central community focus in the local area, establishing a learning community in conjunction with a range of key partners including health professionals, the police and other educational partners. The investment will enable the school to complement work already being undertaken with the existing City Learning Centre to broaden community opportunities for learning.

5.2.6 Schools to be Refurbished and Extended - Temple Moor School

Temple Moor consists of a main building constructed in 1957 with various additions throughout the years. A recent block built in the 1990's houses a dining area, 6th form, music and English, and a brand new sports hall has recently been completed. The site is steeply sloping and there is a considerable amount of level change throughout the school, many of the corridors in the older blocks are very narrow making circulation and class changeover periods very difficult.

A number of options have been considered. They are as follows:

Option	Solution
1	<p>New build but retaining and refurbishing the Sports Hall</p> <p>The sports hall is well sited and would not drive the location of the new building, and is also in a good enough position to enable community use without interference to the school. The remainder of the school would be rebuilt adjacent to the existing school and would not involve any phased development or temporary accommodation, which would minimise disruption. The site is steeply sloped so the cost of external works is likely to be high.</p>
2	<p>Retain and refurbish Sports Hall and 1990's blocks, rebuild remainder of the school</p> <p>The Sports Hall is in very good condition and is of a high specification. The 1990's blocks have some suitability issues which a refurbishment would not address fully but some transformational change can still be achieved</p>
3	<p>Preferred Option: Full refurbishment of the main block, with a rebuild of the technology block and new build extension to replace the existing temporary accommodation and meet BB98.</p> <p>Whilst this option does not demonstrate the best value for money, funding issues mean that the higher cost options are not affordable, consequently this option is seen as a suitable compromise. It would allow the school to be accessible, and some transformation will be achieved. This option is considered a suitable compromise and will still achieve stakeholder expectation</p>

Summary of Option Analysis for Temple Moor High School

Criteria	Weighting	Option 1	Option 2	Option 3
		Retain sports hall and rebuild remainder (base case)	Retain sports, changing and english/art/music/dining/6th form – replace remainder	Full refurbishment of the main block, with a rebuild of the technology block and extension to meet BB98.
Transformation Impact	10	5	4	3
		50	40	30
Raises Attainment	10	5	5	4
		50	50	40
Improves Inclusion	10	5	3	3
		50	30	30
Improves access including DDA	10	5	3	3
		50	30	30
Matches Stakeholder Expectations	6	5	4	3
		30	24	18
Improves Condition	8	5	4	3
		40	32	24
Improves Suitability	8	5	4	3
		40	32	24
Improves Sufficiency	6	5	4	4
		30	24	24
Creates Flexibility	8	5	3	3
		40	24	24
Minimises Disruption during Construction	5	5	2	1
		25	10	5
Environmental Sustainability	6	5	3	3
		30	18	18
Improves Staff Retention and Recruitment	6	5	4	3
		30	24	18
Deliverability	5	5	3	
		25	15	15
Improves Education Efficiency - journey times	7	5	3	3
		35	21	21
Improves Security	5	5	4	3
		25	20	15
Facilitates Development of Extended Schools and Community Use	7	5	4	3
		35	28	21
Contribution to Corporate Vision	5	5	4	3
		25	20	15
Total score		610	442	357
NPV (£m)		31.6	31.27	25.76
Value Ratio		19.30	14.13	13.85
Rank		1	2	3

Summary

Temple Moor will be a conventionally funded project, which will involve major refurbishment and remodeling of the older parts of the school, and some minor

refurbishment to newer parts of the school. There will also be some new build which will extend the school to bring it in line with BB98, and this new build will also allow for the demolition of the Technology Block. A High Care Partnership will also be built on this site, and it is likely that this will be built on the site of the old Technology Block, which will allow it to have it's own access. The New build area will be constructed on the site of the existing redundant swimming pool, which will be demolished prior to construction. This new building will have a lift installed and will also link to the older block via a walkway to accommodate the level changes within the school, and ensure that the buildings are more accessible. There will also be a new external staircase with a lift shaft to serve the three storey teaching block, which will solve both accessibility and inclusion issues.

The phasing of works is as follows:

Phase 1

- Install temp accommodation to allow decant of 6th form common room and art classroom.
- Demolish swimming pool.
- Build and occupy new extension.

Phase 2

- Convert former technology block into science classrooms and convert temporary accommodation for science.
- Decant 3-storey block into temporary accommodation.
- Remodel 3-storey block and build associated small extensions and fit new lift.
- Re-occupy 3-storey block.

Phase 3

- Decant admin block, dining, 6th form and art block into temporary accommodation.
- Refurbish admin block, dining, gym, 6th form, and art block.
- Re-occupy admin block, hall, dining, gym, 6th form, art block.
- Remove temporary accommodation from site (inc. old mobiles).

Phase 4

- Demolish technology block.
- Build High Care Partnership.
- Install sprinklers and minor associated works to English block.
- Complete external works.

The preferred option will develop the wider inclusive role of the school through the provision of a central partnership base for children with SEN. Through the schools existing partnership a full range of adult education opportunities are already provided but existing accommodation constraints make it hard for the school to expand its community focus at post-19. The preferred option will refocus elements of the building to allow access to adult learners during the school day, encouraging lifelong learning. The schools existing science specialism will also be enhanced giving greater opportunity to develop community areas of engagement that are compatible with local labour market demands.

5.3 Grouped School Options

On the basis that projects with over 85% new build offer value for money using the PFI procurement route, four projects within Wave 1 were identified as potential PFI schemes: Rodillian High, Allerton High, the proposed New Inner West Leeds school and Allerton Grange. The first three schools to be delivered in Phase 1 and Allerton Grange in Phase 2. Due to the uncertainties surrounding the proposal for a New Inner West Leeds school in relation to a possible academy, it was agreed the Pudsey Grangefield be substituted instead of Inner West Leeds as a PFI scheme in Phase 1. This resulted in three of the four PFI schemes to be delivered in Phase 1 and Allerton Grange in Phase 2.

5.3 ICT Options

The development of an ICT rich learning environment capable of supporting a transformation agenda is a major undertaking. The capacity of the Authority, supported by Education Leeds to develop and create an ICT infrastructure at this level is constrained by the capacity and experience to create a transformational infrastructure capable of supporting the development of teaching and learning into the future. It is proposed for ICT delivery the following four options will be appraised:

1. To maintain the existing framework agreement with Enterprise Solutions with ICT remaining outside the framework of the LEP.
2. To develop a strategic partnership with a single major partner from the Private sector in parallel to the creation of a Leeds LEP.
3. To consider the opportunities, and test the strengths and weaknesses, of engaging with a major ICT partner as the LEP partner.
4. To integrate the existing ICT provider into the Leeds LEP.

6.0 GENERAL PROJECT SCOPE

6.1 Satisfying Strategic Objectives

This Phase 1 project satisfies the strategic objectives as set out in the SBC. The Admission Limits at three of the six schools are being reduced in order to rationalise provision. SEN partnership bases are included at four of the six schools. Three of these will provide generic care and one will provide high care. The Schools' visions for becoming e-confident establishments and achieving the full potential of ICT can be found under Section 4.1.3, above. Flexible and adaptable accommodation will be a cornerstone of our design specifications, please see Section 6.3 below for more details.

6.2 Relevance of Phase 1 to recent and future educational developments

The BSF project is being utilised to full potential in Leeds enabling significant progress in a number of policy areas and strategic objectives.

Such as workforce reform, 14-19 agenda and inclusion.

In general non-teaching and ancillary space in schools is undersized for the current workforce. This project will enable this accommodation to be enlarged. The constraints of the existing structures inhibit the flexibility to locate accommodation appropriately across the schools buildings. New build, Remodelling and refurbishment will allow more flexibility in the location / division of staff areas throughout the schools enabling more forward thinking staffing structures.

Staff recruitment and retention issues are a particular problem in our Inner City schools. New school buildings with modern and inspiring staff accommodation would help with this issue.

Our 14-19 Strategy states that:

'The major projects in Leeds to rebuild secondary schools through existing PFI schemes and BSF together with the significant capital investment taking place in the FE sector and Family Learning Centres, presents a tremendous opportunity for the coherent development of a world-class environment for the delivery of inclusive 14-19 learning in Leeds.

All partners will develop their accommodation plans in an open and transparent manner and involve other 14-19 stakeholders from the initial planning stages. The opportunities presented by this new build programme to bring schools and other providers together to develop a number of Learning Campuses, initially in the most deprived areas of the City based around skills sector themes will be supported. This will enable the creation of learning environments that will better meet the needs of young people and establish greater connectivity between education, skills, employment and regeneration.'

The Inclusion Strategy 'Investing in Inclusive Practice in Leeds' is an integral part of Education Leeds strategy. It takes account of the Children's Bill, links into Regional SEN Partnerships Strategic Plan and reflects and is consistent with a range of statutory local plans including 'Vision for Leeds' and the Corporate Plan.

It includes the key principle that:

- Pupils with special educational needs should be educated, wherever possible, in their local community school;

In order to facilitate this Leeds has developed a strategy based on Specialist Inclusive Learning Centres and Partnerships

The vision is that ten Special Schools will become six Specialist Inclusive Learning Centres (SILCs). There will be five Centres (one in each wedge) with a Citywide SILC for pupils with Behavioural, Emotional and Social Difficulties (BESD). Consultation was undertaken between October and December 2003, which engaged a wide range of stakeholder including governing bodies, parents and the public.

The Leeds Schools Organisation Committee has now approved these proposals.

One of the key features of the SILC development and the promotion of inclusive opportunities for children will be the development of partnership bases. These partnerships will fall into two types; a limited number for those pupils described as having high care needs including PMLD described as '**high care need partnerships**' and partnerships for children with moderate to severe learning difficulties with more modest care needs in these are described as **generic partnerships**.

The general pattern will be that the secondary partnerships will cater for between 25 to 30 children across the 11-19-age range.

In a **Generic Partnership** children will access mainstream education alongside their mainstream peers as well as attending lessons where their individual needs will require them to be taught as a discreet group, either by a special school teacher or a mainstream subject specialism.

The **High Care Partnerships** will cater for children with more complex needs but will allow for inclusion at every available opportunity with mainstream peers.

Within the BSF programme, Education Leeds is proposing to develop three High Care Partnerships to be based at Temple Moor High School, Allerton Grange School and Farnley Park School. Five generic partnerships will be based at Rodillian High School, Allerton High School, Priesthorpe School, Corpus Christi RC High School and the opportunity for the development of a generic partnership with any proposals for West Leeds/Wortley.

6.3 Application of Principles and Policies

This project creates a unique opportunity to build learner centred secondary and post-16 education centres. It is the City Council's and Education Leeds intention to make use of the latest thinking in school and college design such as the exemplar designs published last year, to ensure that the new schools are flexible and adaptable to respond to 21st Century expectations in styles of teaching and learning; technological developments and demands for community learning.

We feel that school buildings and facilities can and should be a vital local community resource, but that many are currently under used outside school hours. This project will provide new, welcoming, well-equipped schools, which will encourage local cultural, social and other groups to use the facilities, and thereby demonstrate significant benefits to many local people of all ages. The City Council will work with the LEP to maximise this aspect of the project.

The Council will seek guidance from the Commission for Architecture and the Built Environment (CABE) to ensure that the design and build of the new schools will be undertaken to the highest possible standards.

The City Council wishes to utilise the most up to date design specifications for the buildings. It will consider many of the recommendations made by the CABE. Some of these are outlined below. The Council's objective is to achieve the highest possible standards of building design that will create schools that provide inspiration for pupils, staff and parents over the long term, and encourage the highest possible standards of educational achievement.

Each bidding consortium will be expected to engage a design team of the highest calibre, with a proven track record in design excellence in the Education sector, and schools in particular. The City Council wishes to encourage innovation in design and detailing and will assess proposals accordingly.

Key Points for Good School Design

- Good clear organisation, a legible plan and full accessibility.
- Spaces that are well proportioned, efficient, fit for purpose and meet the needs of the curriculum.
- Circulation that is well organised and sufficiently generous.
- Good environmental conditions throughout, including appropriate levels of natural light and ventilation.
- Attractiveness in design, comparable to that found in other quality public buildings, to inspire pupils, staff and parents.
- Good use of the site and public presence as a civic building wherever possible to engender local pride.
- Attractive external spaces with a good relationship to internal spaces and offering appropriate security and a variety of different settings.
- A layout that encourages broad community access and use out of hours, where appropriate.
- Robust materials that are attractive, that will weather and wear well and are environmentally friendly.
- A Project Agreement that allows for flexible design and can facilitate changes in policy and technology.
- Efficient and environmentally friendly energy and water systems.
- Parking facilities for staff and visitors on site, designed to ensure safety for all users.

The Council and Education Leeds is familiar with the use of Design Quality Indicators (DQI) in assessing the design quality of bids. On its Combined Secondary Schools PFI Project, which is about to achieve close, the three critical indicators of Functionality, Build Quality and Impact were used as the basis for

evaluation. For scoring purposes they were expanded into 11 specific evaluation criteria covering the following:

Functionality:

Use
Access
Internal Space
Grounds

Build Quality:

Performance
Engineering
Construction

Impact:

Character and Innovation,
Form & Materials
Urban & Social Integration
Internal Environment

Within each of these headings were key elements to be identified through evaluation.

The Council anticipates a similar process using DQI will be used in the BSF project.

BSF links closely with our corporate vision for the regeneration of Inner Leeds. New school buildings will refocus the schools as a community facilities and make a powerful impact in this area. Consideration of the Extended School's agenda, delivering joined up services as envisaged in the new Children's Services Authority and 14-19 co-location planning have all shown that the footprint and layout of current school buildings rarely lend themselves to these new ways of working. In particular, having a number of para-professionals and other visitors on to the school sites places a new emphasis on car parking and vehicle access throughout the school day. The positioning of offices and small group spaces around the entrance to the schools as well as repositioning of reception, administration and cafe and canteen facilities have to be configured to meet these changes. The proposed work at these six schools will enable these barriers to be overcome.

6.4 Commitment to raising standards

There is a significant relationship between the design of schools and the models of teaching and learning that they embrace. The BSF programme will underpin the existing and developing strategies for school improvement to create flexible workforces and allowing new ways of inspiring, celebrating and supporting teaching and learning.

Existing teaching spaces are typically undersized and inappropriate in shape. Many are accessed through other teaching spaces and do not have access to necessary facilities i.e. science labs not located with prep rooms. Generally the siting of accommodation is inappropriate and obstructive to effective teaching i.e. curriculum areas which would benefit from interaction are not located near

enough to each other to support this. Our proposals for the six schools will provide spaces within which new and creative teaching and learning practices can be developed. Innovative ways of delivering the curriculum are already evident in some existing schools, with modification of spaces to create media suites, the use of outdoor spaces to support learning and working with further education partners in creating combined music and media spaces etc. However in most cases, the existing school buildings fetter the opportunity to deliver the full potential of the national curriculum due to the unsuitability of the spaces.

6.5 Maintenance and Lifecycle arrangements for non-PFI works

BSF will only fund life cycle costs for projects supported by PFI credits as life cycle funding is an integral part of the PFI funding structure. Where investment is funded conventionally, authorities need to fund all lifecycle and maintenance costs.

It is anticipated that good design (such as those available from the Exemplar designs) should assist in producing buildings on which lower maintenance costs are needed in the future. However we recognise the importance of providing adequate funding to ensure the maintenance of these assets and will apply the following arrangements to achieve this:

Each School will be responsible for meeting the full revenue cost of maintaining its buildings and services from its School Budget Share. The funding formula used to distribute the Individual Schools Budget to schools allocates funding to schools using a combination of factors in order to approximate the need for individual schools to spend. The total amount of funding allocated to schools through the sub formulae for premises related costs will be maintained at a level that is broadly equivalent to the actual expenditure in schools.

The proxy indicators used to distribute the available funding are mainly a combination of pupil numbers, lump sum and floor area. However funding for premises insurance is based on the number of pupils taking free or paid meals.

7.0 ADOPTION OF STANDARDISATION

7.1 Statement on Standardisation

The Council confirms acceptance of the standard procurement, contractual and commercial approach contained in the standardisation documentation in principle. This acceptance applies to the following elements with respect to this project:

- The output specification
- The Strategic Partnering Agreement
- The Shareholders Agreement
- The proposed PFI and D&B contracts
- The ICT contract

The City Council is aware of the continuing development of the documentation and of the issues in relation to it raised by the 4Ps, and will consider the standardisation documentation as it then stands with its solicitors and other advisers in preparing its Invitation to Negotiate for this Project.

8.0 VALUE FOR MONEY

8.1 Process of selecting the VFM procurement route

8.1.1 A summary of the preferred solutions

The detailed option analysis over the four options, complete new build; new build with some minor refurbishment; new build with some minor and major refurbishment; retain, refurbish and extend, for each of the schools is set out in detail in section 5 of this Business Case. This analysis includes a full qualitative and quantitative assessment of the viable solutions within the scope of the funding parameters.

As a result of this assessment, the preferred solutions for each of the schools included within this Outline Business Case are summarised below:

SCHOOL	PROCUREMENT SOLUTION	SUMMARY
Allerton High	PFI	A PFI Project of predominantly new build with some minor refurbishment.
Pudsey Grangefield	PFI	A new build Project with some major refurbishment.
Rodillian	PFI	A new build PFI Project with some major refurbishment.
Allerton Grange	PFI	A PFI Project that is completely new build.
Cockburn High	Conventional	A conventional Project involving a major refurbishment of the main school with some new build.
Temple Moor	Conventional	A conventional Project involving major refurbishment and some minor refurbishment and some new build

8.1.2 Assessment of the best procurement route

In considering the most appropriate procurement route for each element of Phase 1, and assessment has been undertaken at two levels.

The first assessment undertaken was to determine whether PFI is an appropriate procurement route for Phase 1 as a whole. This is covered in paragraph 8.2.1 below.

The second assessment (covered in this section) was for the City Council to assess for each school:

If the proposed school is suitable for PFI;

If the answer to the first is no, to consider the traditional funding options and how this might impact on the proposed option, for example in terms of risk transfer in relation to asset management.

PFI contracts will be suitable where significant risk transfer offers good value for money to the public sector. Where refurbishment of existing buildings is concerned, although there is some precedent nationally for placing availability

and performance risk with the private sector contractor, it is not always clear that this demonstrates good value for money to the public sector, particularly relating to the risk of latent defects and asbestos. For rebuild and replacement projects however, the contractor, has responsibility for design and construction, is in a position to price efficiently for lifecycle, continuous maintenance and for facilities management.

In the light of this assessment, the City Council is of the view that value for money will be maximised where only those schools which it is proposed are predominantly new build are procured within a PFI contract. As a consequence to this view, the Council proposes that the four predominantly new build schools (Allerton High, Pudsey Grangefield, Rodillian and Allerton Grange), where new build is in excess of 85% should be procured through PFI. The proportion of new build in the other two schools within Phase 1 (Cockburn High and Temple Moor) each have less than 50% as new build and the Council considers that, for the reasons summarised above, conventional procurement will offer better value for money.

8.2 PFI Projects

8.2.1 Qualitative Assessment

A qualitative assessment has been undertaken by the Council to consider if PFI is applicable to the Leeds BSF Project as a whole, considered to be a Stage 2 Assessment under HM Treasury VFM methodology. It has been assumed by the Council that PfS has undertaken the Stage 1 Programme Level Assessment.

The qualitative assessment is attached to this OBC as Appendix 9. The conclusion of this scheme level assessment is that PFI is appropriate for Leeds BSF as a whole. This means that the individual school assessment in 8.1.2 can be acted upon and the four schools suitable for PFI will be procured as a grouped PFI contract, subject to the quantitative assessment set out below.

8.2.2 Quantitative Assessment

The assessment of value for money is based on, and has been undertaken using the HM Treasury Guidelines (August 2004). The Council has utilised the HM Treasury VFM spreadsheet format, and this is attached as Appendix 2.

The City Council has input the values contained within the WLCM (Appendix 3) and Appendix 1, which includes both risk quantification and a summary of cost inputs from the WLCM into HM Treasury spreadsheet in Appendix 2.

8.2.3 The Public Sector Comparator

Under HM Treasury guidelines, there is no formal Public Sector Comparator (PSC), the PSC is effectively calculated within HM Treasury spreadsheet based upon inputs derived from the WLCM (Appendix 3), with financing inputs consistent with the PfS Unitary Charge Estimation Model.

The key inputs used to derive the PSC in HM Treasury Model, in real terms at the start of the Project (i.e. prior to indexation) are as follows:

- Capital expenditure (from WLCM) £85.993m
- Lifecycle costs per annum (from WLCM) £986k
- Operating costs:
 - Non employment excluding cleaning and caretaking per annum (from WLCM) £1,649k
 - Employment – cleaning and caretaking per annum (from WLCM) £979k
- Client side development and management £750k
- Taxation adjustment (as advised by PWC) 7%
- Optimism Bias – see section 8.2.5

8.2.4 Summary NPV's and Sensitivity Testing

After this data has been input to HM Treasury Model, the resultant output shows that at the upper end of the Treasury Spreadsheets Pre-Tax Equity IRR Range (18%), the project offers value for money through the PFI route with a margin of 5.88%

HM Treasury guidance also recommends that the VFM figure be tested against a series of sensitivities to understand the impact of variables in both the assumptions used, and the calculations performed by HM Treasury Model.

In each case the percentage sensitivity has either been added / deducted to the PFI costs in HM Treasury Spreadsheet whilst maintaining the PSC costs at the same level. In all cases these sensitivities demonstrate that the Project offers value for money. It should be noted that these are sensitivity analyses and that the Base Case model demonstrates that the Project offers value for money to the Public Sector.

A summary of the results from the key sensitivities analyses, commencing with the Base Case are set out below.

Sensitivity	Value for Money margin
Base Case with 18% IRR	5.88%
Lifecycle cost sensitivities at 18% IRR:	
Minus 5%	6.27%
Plus 5%	5.49%
Operating cost sensitivities at 18% IRR:	
Minus 5%	6.97%
Plus 5%	4.78%
Combined lifecycle and operating cost sensitivities at 18% IRR:	
Minus 5%	7.36%
Plus 5%	4.39%
Break-even Point at 18% IRR:	
Capital cost break-even point	- 9.9%
Unitary charge break-even point	+ 6.3%

The break-even analysis indicates that the capital cost would have to fall by 10% for the PSC to demonstrate that PFI would not offer better value for money over conventional procurement and that the Unitary Charge could increase by 6.3% and procurement through PFI will still offer better value for money than conventional procurement.

8.2.5 Optimism Bias

Pre- Final Business Case (FBC) Optimism Bias

The Council has commissioned its technical advisers to carry out an assessment of the likely optimism bias adjustment required, using the methodology set out in HM Treasury Green Book. Based upon this guidance, the Council takes the view that the proposed Project fits more closely with the "standard construction" sub-heading.

A summary of the pre-FBC Optimism Bias assessment is set out below:

Categorisation	Standard Construction	
	Capital Costs	Works Duration
Upper Bound	24%	4%
Mitigation Factor	75.6%	73.5%
Assessment	5.86%	1.06%
Total Adjustment	6.92%	

The values from this analysis have been included in the pre-financial close optimism bias cells for capital expenditure and lifecycle in the HM Treasury Spreadsheet in Appendix 2. Where operating costs are concerned, there is no optimism bias as the Council has benchmarked these costs against the operating costs (which are subject to commercial confidentiality) in the Leeds Combined Secondary Schools Project, which is close to Financial Close.

In assessing the post-FBC optimism bias adjustment required, the Council's technical advisers have considered the likelihood and impact of various risks in relation to their impact after Financial Close on capital, lifecycle and operating cost elements included within the Project. A detailed risk quantification spreadsheet supporting this level of Optimism Bias is included as Appendix 1 to this OBC.

A summary of the assessment is set out below:

	Cost Base	Risk Percentage
Design and construction	Capital cost NPV	18.65%
Ongoing asset maintenance	Lifecycle cost NPV	18.46%
Operating costs	OPEX NPV	21.43%

The values from this analysis have been included in the post financial close optimism bias cells in the HM Treasury Spreadsheet in Appendix 2.

8.2.6 Accounting Treatment

The Council is in the process of undertaking an initial assessment of the accounting treatment for the Project. When this has been completed the Council will seek the views of its External Auditor, KPMG, and will forward on, at the earliest opportunity:

- The advice received from its Financial Adviser, PWC;
- The Council's initial accounting view;
- The views of the Council's External Auditor, KPMG

8.3 Conventional Projects

8.3.1 VFM Assessment

A VFM assessment of the two schools to be financed through conventional funding will occur during the procurement stages of the Project, and at Final Business Case, where the prices submitted by bidders, and at FBC stage, by the LEP will be benchmarked where appropriate by the Council.

8.4 ICT Contract

8.4.1 VFM Assessment

The VFM assessment for the ICT contract will cover the four options summarised in paragraph 5.4 ICT Options, above.

9.0 AFFORDABILITY

9.1 Introduction/Summary

Members of the Council's Executive Board will consider and it is anticipated, will approve this Outline Business Case at their meeting on 9th March 2005. This includes the Council's understanding and commitment to both the revenue and capital funding implications set out below. A copy of the report to Executive Board confirming approval of the Business Case will be forward to Partnerships for Schools (PfS) and the Department for Education and Skills (DfES) at the earliest opportunity.

Elected Members of the Council, and members of the Education PFI / BSF Projects Board are aware of the affordability structure of a PFI transaction and that the costs can be borne within the City Council's Revenue Budget. The affordability of the Project is likewise assured by the City Council on the basis that the appropriate level of PFI Credits (£145.149m) are approved by PfS and DfES.

The revenue and affordability implications of the PFI element of the Project is the product of the Unitary Charge payable to the contractor; the revenue support received from Central Government and the relevant portions of the schools' budgets currently delegated to the schools but which will be surrendered under terms set out in the Governors Agreements.

The Council has undertaken its affordability analysis by first calculating funding available from DfES and from school budgets and then applying the resulting funding streams to the full costs of both a PFI Unitary Payment and a conventional design and build contract sum. The resulting contribution to affordability from the Council is as follows:

- For four PFI schools, a contribution into a sinking fund of £1,278,000 per annum in April 2006 prices, indexed by 2.5% and assuming a prudent rate of 3.5% interest on sinking fund balances.
- For the two conventional schools, a capital contribution of £2,688,000 during the period of construction between January 2007 to June 2008.

Affordability will be reassessed on an ongoing basis. The Council has direct comparable experience of affordability on the Leeds Combined Secondary School PFI procurement, due to be signed in March 2005. A comparison of the input and financing costs with this scheme (which are subject to commercial confidentiality) reveals that they are lower than those projected under BSF, so it is believed by the Council that the project can be made affordable within the contributions above.

9.2 PFI Projects

9.2.1 Potential PFI Charges

A Whole Life Cost Model (WLCM) has been prepared by PRECEPT, the Council's technical advisers which is included as Appendix 3. The WLCM has been prepared for all 14 schools in the Wave 1 BSF, but only data for the first six

schools are included in this OBC. The WLCM is shown with construction costs indexed to construction start and with a location factor for Leeds of 0.94 as agreed with PfS.

The WLCM includes construction, lifecycle and operating costs for the PFI schools, and only construction for the conventional schools, in accordance with the Council's current expectations of the LEP's role in relation to conventional schools.

The PFI credits for the four PFI schools cover construction and lifecycle costs, whilst only construction costs are included for the conventional schools.

To demonstrate the funding requirement, the WLCM has been formatted to correspond to the PfS September 2004 Funding Guidance for BSF Projects. In addition, it includes three categories of cost, which are not within the funding guidance, which are easily identifiable with the following references:

1. Abnormals over 17% (cell N6 in each school sheet)
2. Additional capital costs such as decant and sprinklers (cell N7 in each school sheet)
3. FFE lifecycle replacement (row 40 in each school sheet)

The Council considers that the inclusion of these costs is essential in the affordability appraisal to determine the true affordability position for the City Council.

With regard to the costs that are not funded, the Council has adopted the following approach in its appraisal of affordability:

1. Taking the values in the WLCM, excluding the costs not funded, and applying the resulting values to the PfS Unitary Charge Estimation Model to calculate the PFI Credit. This is included as Appendix 7.
2. Including the full set of costs in a separate Unitary Charge calculation, which will reflect the ITN Shadow Bid. This is included at Appendix 6.

For the four PFI schools it is understood by the Council and Education Leeds through discussions with PfS during their review of abnormal costs, that the abnormals above 17% will be funded by PFI Credits. Therefore, for these four schools only, the £1,478,000 abnormal costs plus professional fees are included within the calculation of the PFI Credit and also in the lifecycle profile within the PfS Unitary Charge Estimation Model.

The Council has made a number of cost and financing assumptions outside the WLCM, referring to funding and other PfS guidance as available. Key assumptions include:

- £2.5m bid costs and £0.5m LEP development costs
- Insurance, benchmarked against the Leeds Combined Secondary School PFI, of £65k per school per annum
- SPV and LEP running costs of £200k per annum (excluding costs to develop new projects)

- 15.9% Blended Equity return.

The Unitary Charge is estimated at £12.7m per annum in April 2006 prices, with the first full operating year of April 2008 to March 2009 having a Unitary Charge of £13.3m in nominal terms.

9.2.2 PFI Credits

The fundable cost assumptions have been input into the PfS Unitary Charge Estimation Model and the model has been run in accordance with the guidance instructions.

Due to the existence of unfunded Authority costs, the costs in cell M6 of the WLCM for each PFI school has to be deleted to obtain the inputs to the PfS Unitary Charge Estimation Model. The base capital costs indexed to construction start but excluding unfunded Authority costs is £83.272m. This excludes the £3m SPV/LEP costs.

The output from the PfS model is a PFI Credit of £145.149m, calculated using a discount rate that will prevail at the time of PRG approval in 2005/06 of 6.3%. This is a multiplier of 1.74 on the indexed capital costs. This multiplier compares with a PfS standard expectation of 1.70 (this updates the multiplier of 1.65 for 2004/05 where the discount rate is 6.6%)

The table below summarises the overall funding position for the PFI element of Phase 1 of Wave 1:

Unitary Charge	Total Cashflows £m 406.171
Financed from:	
PFI Revenue Support Grant	297.076
School Governor Contributions	52.572
Interest earned on Sinking Fund Balances	8.151
	357.799
Council Revenue Contributions	48.372
	406.171

It is the Council's understanding, through discussions with PfS, that the interest rate of 6.3% is appropriate to use as it will be the prevailing rate at the time of approval of the OBC by PRG. The Council has also consistently included a notional interest rate of 6.3% into the PFI Revenue Support Grant (RSG) calculation so as to ensure a consistent and neutral impact between discount rate and interest rate. It is the Council's understanding of the PfS Funding Guidance (paragraph 54 c) that the PFI Credit will be recalculated when the discount rate changes. The models within this OBC anticipate this recalculation. The overall effect is cash neutral for the Treasury and the City Council. **The PFI Credit required to be confirmed to the Council at the time of OBC endorsement is therefore £145.149m.**

The change in discount rate from 6.6% to 6.3% is common to all projects and the Council would expect PfS to amend its expected multiplier from 1.65 to 1.70

to compensate.

The revenue stream arising from the PFI Credit funding is shown in Appendix 6, calculated in accordance with the ODPM Annuity method over 25.75 operating years, equal to £11.5m a year.

9.3 Conventional Projects

The two conventional schools to be procured using Design and Build contracts have total indexed capital expenditure of approximately £28.846m. **The required funding from DfES (as derived from the WLCM when cells N6 and M6 are deleted) is £14.107m for Temple Moor, and £12.051m for Cockburn, a total of £26.158m.** The shortfall of £2.688m will be provided for within the Council's Capital Programme.

The Council understands that there are cost sharing provisions in the Design and Build contract and that there is a risk of costs exceeding these levels if the cost outturn is above the target cost. This will be considered further during the procurement phase, once a clearer view of commercial pricing has been ascertained.

The Council has decided that no lifecycle or maintenance obligations will be transferred to the LEP.

9.4 ICT Projects

The ICT cost assumptions are based upon £1,450 per pupil, as set out in the PfS September Funding Guidance (paragraph 29). For the six schools in Phase 1, this amounts to £10.796m, to be utilised to meet the ICT strategy for these schools as set out in the in the Strategic Business Case.

9.5 LEA investment in the LEP

As set out in Chapter 7 of this OBC, the Council is willing to accept the standardisation of contract documentation and accordingly accept taking an equity stake in the LEP.

The Council will invest in the first SPV in accordance with the November 2004 PfS guidance 'The Economics of the LEP', which shows £50k equity subscription in the first SPV. Any equity subscription beyond this will be appraised if and when the circumstance occurs. If the Council decides not to invest further equity into the LEP. it accepts that its share holding in the LEP may be diluted.

In addition to investment in the PFI SPV, the Council is also prepared to invest equity of between £120k and £230k in the LEP itself in accordance with the November 2004 PfS guidance 'The Economics of the LEP'.

9.6 Other sources of funding

The Council does not currently envisage any other sources of funding.

9.7 Current budgets

School Governor Agreements in the City Council's four previous Schools PFI Projects provide for School Governor contributions for services included within the PFI Contract and previously provided by the Council or other contractors. Governor contributions are based upon the budgets devolved to them under Section 52 of the School Standards and Framework Act (1998) for 2004/05, adjusted to take account of the new school requirements.

The budget contributions are shown in Appendix 6 inputs. The contributions in proportion to the total school budgets, at 2007/08 prices are as follows:

SCHOOL	£000
Allerton High	261
Pudsey Grangefield	306
Rodillian	374
Allerton Grange	399
	1,340

9.8 Additional contribution required

The estimated Council capital contribution to meet the "funding gap" for the two conventional schools is identified in section 9.7 above.

For PFI schools, the Council will commit to make annual payments into a sinking fund during the service period of 25.75 years. The contribution required, as shown in Appendix 6, is £1,278k per annum from July 2008, indexed by 2.5% and assuming 3.5% interest on sinking fund balances. The contribution is equivalent to £320k per school, or £253 per pupil, which is in line with PfS expectations. The Council has established this method of funding affordability gaps on its four Education PFI Projects and believe that this is a prudent and deliverable approach to funding the gap between costs and other sources of funding.

The estimate affordability position will be reported to the City Council's Executive Board on 9th March 2005 and is it is anticipated will approve the contribution at this level. A full copy of the report to Executive Board will be forwarded to PfS and DfES at the earliest opportunity.

A comparison of the cost and financing assumptions used above with the Council's Combined Secondary Schools procurement (pricing for which is subject to commercial confidentiality) has provided evidence that a well managed procurement from an experienced client could drive better value for money. The Council's mitigation strategy for costs increasing is consequently to employ and develop the successful negotiation techniques, which it has used to ensure affordability in previous projects.

10.0 READINESS TO DELIVER

10.1 Project Management

10.1.1 Management Arrangements

A four-tier programme management structure has been developed to ensure clear accountability for the delivery of each aspect of the programme. The City Council's Corporate Governance for PPP / PFI in Education and the Leeds Building Schools for the Future Project Team is attached as Appendix 15.

10.1.2 Executive Board

Under the Leeds City Council's Constitution, the Council's Executive Board is the decision making body within the Council.

To facilitate the delivery of the programme the Executive Board has granted some delegated powers to the Programme Sponsor as described below. However, formal approvals are required from the Executive Board for the following:

- The Corporate objectives for the programme;
- The resources required for programme development, procurement and delivery;
- The procurement model to be used (specifically whether the LEP model proposed by PfS will be adopted);
- The final scope and phasing of the programme;
- The overall resource allocation for the programme;
- Approval for the submission of the Strategic Outline Business Case to the DfES;
- Submission of the Final Business Case to the DfES.

10.1.3 PPP Projects Co-ordination Board

The City Council's Executive Board has delegated significant decision making to the officer led PPP Projects Co-ordination Board. This Board will provide overall PPP / PFI portfolio management across the City Council, and delegated to take decisions on cross-cutting Council wide PPP issues e.g. TUPE, risk allocation, project management arrangements etc. The membership of the PPP / PFI Project Co-ordination Board is comprised as follows:

Portfolio Owner- Deputy Chief Executive (Chair)
Director Legal and Democratic Services
Director Development
Director Corporate Services

The quorum to be 3 of the above.

In addition, attendance by Project Sponsors, the Head of the Facilities Development Unit, the Chief Executive of Education Leeds and the Directors of relevant Service Departments by invitation.

10.1.4 Programme Management – Project Board

Programme management requires a temporary organisation – a Project Board – to deliver a predefined outcome. The Project Board will take delegated decisions on project specific issues. The Project Boards will be comprised as follows:

Portfolio Owner - Deputy Chief Executive (Chair)
Programme Director – Head of the Facilities Development Unit
Project Sponsor – Service Directorate
Representative of Legal and Democratic Services
Representative - Finance
Representative Development

In addition an Education Leeds representative will attend for Education Projects and for BSF Partnerships for Schools will be invited.

The Project Board will provide overall direction and management of the project. The Project Board represents the business user and supplier interests of the project and has authority to make delegated decisions. These include:

- Approval of Project Specific Issues (excluding project scope)
- Approval of evaluation criteria for the Pre Qualification Questionnaire (PQQ)
- Approval of the Information Memorandum (IM)
- Approval of long list of bidders
- Approval of short list of bidders
- Approval of evaluation criteria for ITN
- Approval of the content and issues of ITN
- Approval to negotiate with bidders on ITN response
- Approval of the content of any second stage of the ITN phase (Re-Submission or BAFO, if necessary/)
- Approval of appointment of preferred bidder

10.1.4 Project Team

The Project Team will be responsible for:

- Establishing the project objectives for each phase;
- Managing programme risks;
- Ensuring that projects are adequately resourced;
- Managing programme development including:
 - Managing feasibility studies and options appraisals;
 - Developing and refining the Education Vision (with support from working parties as required);
 - Developing and refining the programme scope;
 - Developing and updating the Strategic Business Case;
 - Managing development of the Outline Business Cases for individual projects or phases of the programme;
 - Organising Gateway Reviews and implementing recommendations as required by the Programme Board;
 - Development of the procurement strategy;

- Managing the procurement including:
 - Market testing;
 - Pre-qualification and short-listing of bidders;
 - Developing the bid documentation, proposed evaluation criteria and process;
 - Developing benchmarking procedures for future procurement;
 - Administering the bid period;
 - Evaluating bids and seeking clarifications as necessary;
 - Preparing a bid evaluation report with recommendation on the preferred bidder for submission to the Board;
 - Developing negotiation strategy for approval by the Board;
 - Implementing the negotiation strategy;
 - Finalising Strategic Partnering Agreement and contract documentation for initial project[s]
 - Preparing the Final Business Case;
 - Organising Gateway Reviews as required.

- General programme management
 - Managing programme risk;
 - Development and implementation of controls for cost, time and quality of the programme;
 - Providing regular progress reports to the Programme Board;
 - Procuring and managing advisers;
 - Interface with the Stakeholder Board;
 - Liaising with PfS and DfES;
 - Developing and updating the resource plan for the programme and projects;
 - Managing overall programme management costs including in house resources, advisers and others;
 - Ensuring that project teams have adequate resource and are discharging their functions.

The team will be led by the Project Director (Education Leeds) who will be supported by a dedicated Programme Manager appointed by the Councils Facilities Development Unit. The membership of the team will include Education Leeds Project Managers for Development and Implementation, the Project Co-ordinators, Technical Specialists, Project Administrative Support and external advisors where appropriate.

10.1.5 Education Leeds Executive Team

The Education Leeds executive Team is the senior management team of the company and is chaired by the Chief Executive Education Leeds. The membership is composed of the three Deputy Chief Executives. The Executive Team will receive monthly reports on progress of the Programme.

10.1.6 Project Team Structure

Organisation Structure

The organisation structure that Education Leeds and the City Council propose to deliver BSF is presented below.

The proposed structure to take forward the Wave 1 Building Schools for the Future Programme in Leeds envisages an expansion of the existing BSF team, building upon the strength and experience of the team to date and utilising expertise that already exists within Education Leeds through the delivery of recent PFI projects. The Education Leeds BSF team will be complemented by a strong support team from the City Council's Facilities Development Unit.

The main objectives of the team are:

- a) to facilitate the delivery of Educational transformation within the City;
- b) to deliver Phase 1 of Wave 1 of the Leeds BSF Programme;
- c) to develop Phases Two and Three of the Programme;
- d) to identify and develop, with other Council departments, schools, external agencies and other stakeholders, opportunities to enhance the funding available under BSF to provide extended services, supporting the development of Children's' Services.

The anticipated workstreams to be undertaken are illustrated below, as is the overall governance structure for the Programme.

Project Director

A Senior Manager taking on the responsibilities of the Project Director and strategic lead for the Wave 1 BSF Programme will lead the team. The post holder will be responsible for the overall co-ordination of the Programme and will ensure that the educational vision and transformational agenda are met through the development of the Programme. The post holder will also have responsibility for ensuring the BSF Project is delivered effectively and on time throughout the various stages of the process. The post holder will also provide the strategic educational input into the identified workstreams, project management, change management, legal, financial, design ICT and service development, that are integral to the success of the Project. It is also envisaged that the post holder will support the wider strategic development of Children's' Services in Leeds in relation to service development opportunities in the schools included within the Wave 1 Programme.

Programme Manager – Implementation

The post holder will be responsible for the development of the contractual and service issues relating to both the PFI Projects and conventionally funded Projects within the Programme. The main areas of responsibility will be to ensure that contract documentation reflects the needs of the schools and Education Leeds; to support contract negotiations with external advisers and other Council officers and to develop, in conjunction with the Council, the contractual remit of the Local Education Partnership. The post holder will have line management responsibilities for the Contract Compliance Manager and the Contract Operation and Liaison Officer.

Programme Manager – Development

The post holder will act as the Education lead within the design process for the schools in Phase 1 of the Programme. The post holder will ensure that the educational strategies, vision and transformational agenda are appropriately reflected in the bidders' designs. The post holder will also take responsibility for co-ordinating the development of projects within Phases 2 and 3 and to explore the full potential of the extended school opportunities and external funding streams. The post holder will hold line management responsibilities for the

Project Co-ordinators and the Project Assistant.

Project Co-ordinators (One per two schools)

The Project Co-ordinators will be responsible for co-ordinating the facilitating of and quality assurance of all the processes relating to individual school projects within the BSF Programme. They will act as the designated point of contact for Headteachers and Chairs of Governors ensuring that all stakeholders are regularly appraised of progress and are consulted as issues arise.

The post holders will co-ordinate both the educational input and school liaison for:

- Output specification;
- Accommodation schedules;
- Client Organisation Plan;
- Design and layout;
- Stakeholder communication;
- Construction process.

Executive Project Manager (FDU)

This post has the authority and responsibility to run phase 1 of the project on a day to day basis and in so doing will lead and co-ordinate the procurement of phase 1 to time, cost and quality targets. This role is illustrated in the Project Management workstream and will be assisted by a Deputy Project Manager and Project Officer. Responsibilities will include the co-ordination through the Project Team of all procurement workstreams, working with each workstream lead manager, and especially ensuring the Educational client requirements are achieved through the procurement process. The post also has responsibility for the preparation and maintenance of a task orientated project plan, risk management, management of the preparation of key contract documentation, leading on bidder clarification, negotiations and evaluations throughout the procurement process which will lead to the selection of the Preferred Bidder who will become the Council's Local Education Partner.

Working with the Project Director the post is responsible for reporting progress to the BSF Project Board and ensuring that stakeholder consultation and involvement is accomplished throughout.

Executive Legal Manager (FDU)

This post has specific responsibility for leading on the preparation and negotiation of all aspects of legal agreements and other agreements required to deliver phase 1. These will include the LEP Strategic Partnership Agreement and Shareholders agreement, ICT Agreement, for PFI - the Project Agreement and all schedules, Governor's Agreements and all property related issues, for non-PFI - the Design and Build contracts and all property related issues. The post has responsibility for the direction and oversight of the Council's External Legal Advisers, DLA Piper Rudnick Gray Cary. The post will be assisted by a Project Solicitor.

Executive Finance Manager (FDU)

This post has specific responsibility for the oversight and review of all the financial aspects of the project including financial modelling, modelling review, costing, and value for money and affordability issues. The post has responsibility

and oversight of the Council's External Financial Advisers, PricewaterhouseCoopers (PwC). The post is assisted by a Project Accountant.

Executive Technical Manager (FDU)

Within the Design workstream this post works alongside the Programme Manager - Development and with the Project Co-ordinators and the schools to develop the detailed design outputs required to meet the aims and objectives of the Education Client, including the preparation of the design specific aspects of the contract documentation.

In addition this post will have responsibility for dealing with all the necessary Council and other Statutory processes (e.g. Planning, Highways, Footpaths/Right of Ways, Leisure, Sport England) to ensure the smooth development through to approval stage of each of the sites.

The whole design workstream will work alongside the Leeds Architecture and Design Initiative (LADI) and with the CABE enabler to ensure the schools in phase 1 are designed to the highest required standard.

This post will also oversee the contractual aspects relating to testing and commissioning, hand-over, snagging and defects monitoring and will work closely with the Services workstream leader.

The post will be assisted by a Technical Manager and a Contract Compliance officer.

Executive Manager (Performance & Risk) (FDU)

Within the Services workstream this post works alongside the Programme Manager - Implementation and with the Project co-ordinators and the schools to develop the general facilities management requirements to be delivered through the service standards and frequencies in those schools to be constructed through the PFI. Use of schools, extended school use and the contractual availability of the buildings out of school hours will also fall to this workstream.

In addition the post, linking to the role of the Executive Manager (Technical), has responsibility for the development of the PFI performance mechanism and payment mechanism structure. This will include the agreement of reporting mechanisms and help desk operational requirements.

The role will include leading on TUPE issues and any associated matters such as service tenancies and conditions of service.

Contract Compliance Manager

The Contract Compliance Manager will be responsible for overseeing the implementation of the contract ensuring that the contractor is working in compliance with the terms of the contract. The post holder will be responsible for managing contractual reviews on behalf of the Project Director.

Contract Operations and Liaison Officers

These post holders will provide support to the Contract Compliance Managers and undertake day to day liaison between the schools and the contractor in relation to contract monitoring and management.

Project Assistant

The post holder will provide general support to the Project Co-ordinators, the Programme Manager and the Project Team in ensuring that all administration is undertaken in relation to programming, budget and communications.

Administrative Assistant

This post holder will provide general administrative assistance to the Project Director and Programme Managers.

Given the central role of ICT in the BSF transformational process the need for an additional dedicated ICT professional working with the BSF team has been identified. This role would develop the preferred option for the delivery of ICT and work closely with the schools and other colleagues to take forward the ICT Vision to ensure that new and refurbished schools are able to deliver teaching and learning through best use of ICT. This post could be filled either on a consultancy basis or on a temporary contract.

Colleagues within the City Council who will provide professional, procurement and project support will support the Education Leeds Team.

Chris Edwards (Chief Executive – Education Leeds) will be the Programme Sponsor and Mark Burgess (Design Team Leader – Leeds City Council) will be the Council's Design Champion.

In addition, resources from Leeds Architecture and Design Initiative (LADI) will provide technical design advice throughout the bidder process. LADI is currently working alongside our CABE representative on our Leeds Combined Secondary Schools Project.

10.1.7 Stakeholder Group (BSF Steering and Strategy Group)

The Stakeholder Group provides a forum to represent wider stakeholder interests associated with the Programme. The Group will be chaired by the Deputy Director of Education Leeds and will interface with the BSF Project Board.

The membership of the group is as follows:

- Deputy Chief Executive - Education Leeds (Chair)
- Strategic Manager - BSF Education Leeds
- Senior Officers– School Improvement/Planning/SEN/Extended Schools/Change Management/ICT/School Organisation
- Chief Learning/Education Officer (LCC)
- School representatives - Headteachers (2)
- Governor representative
- Representatives of Colleges/LSC (FE/HE)
- Leisure services representative
- Social services representative
- Health Trust representative
- Regeneration representative
- Corporate Asset Management
- Learning and Skills Council

10.1.8 Appointment and Control of Consultants

As is noted in the organisation chart, the Programme and Project Teams have support from the following external expert Advisors:

- **DLA** - Legal Advice;
- **Price Waterhouse Coopers** - Financial Advice;

- **Precept Programme Management** - Programme Management & Technical Advice.

10.2 Procurement Process

10.2.1 OJEU Notice

The expected issue date for the OJEU notice, based on this OBC receiving approval from PRG on 19th April 2005, is early May 2005. The issuing of a PIN may precede the issuing of the OJEU notice.

10.2.2 Procurement Timetable

The expected project and procurement timetable, assuming PRG approval on 19th April 2005 is outlined in the timetable below:

	Key Milestone	Date
1	Executive Board Approval of OBC and SBC	March 2005
2	PRG approval	19 April 2005
3	Publish OJEU Notice	May 2005
4	Complete Information Memorandum	March – May 2005
5	Pre-Qualification Questionnaire (PQQ)	February – May 2005
6	Information Day and site visits	June 2005
7	Receive Expressions of Interest (EOI)	July 2005
8	Evaluation of EOI, PQQs, Longlist and Interview. Approval of 3 selected bidders	July to September 2005
9	Prepare ITN documentation for LEP, PFI, Non PFI Design and Build	March to September 2005
10	Approval of ITN Documentation prior to issue	October 2005
11	Issue ITN Documents to the 3 selected bidders	October – November 2005
12	Period of bidder clarification	November – December 2005
13	Receipt of bids	January - February 2006
14	Evaluation of bids	February – March 2006
15	Selection of 2 bidders for Optimum Bid stage	March 2006
16	Negotiations with the 2 bidders	April – June 2006
17	Selection of Preferred Bidder	July 2006
18	Final contract negotiations with Preferred Bidder	July – December 2006
19	Preparation, submission and approval of Final Business Case	November – December 2006
20	Commercial and Financial Close	December 2006
21	Site establishment and preparation	January – February 2007
22	Work commences on sites	February – March 2007
23	LEP commences operations	April 2007
24	Phase 1 Service commencement	August 2008
25	Phase 2 completion	September 2008

10.2.3 Approach to Membership of the Selection and Evaluation Panels

There are two main points of evaluation through the process:

- Following PQQ to shortlist bidders and
- Following bid submission after ITN to select the Preferred Bidder.

The evaluation process will reflect the three key elements of the Leeds Phase 1 of Wave 1, namely:

- Selection of the LEP
- The PFI project element
- The non PFI project element

The evaluation criteria at each stage will be formally approved by the Education PFI / BSF Project Board, which, under the City Council and Education Leeds project governance procedures, will approve the selection of shortlisted bidders and ultimately the Preferred Bidder, who will become the Council's Local Education Partner.

The evaluation teams will be drawn from members of the Project Team and the member identified as that particular work stream leader will lead each team. There will be a minimum of three members in each team and the Council's external advisers will advise and assist the evaluation teams. In addition professional advice will be provided on specialist areas, such as planning, highways, design forum, health and safety, personnel and access inclusion.

The evaluation process will be divided into the three key areas and within those areas will be identifiable evaluation criteria, which will produce weighted scores, as illustrated in the table below.

LEP	PFI	DESIGN AND BUILD
Strategic Partnering in Education	Finance	Finance
Partnering Services in Education	Design and Development	Design and Development
Shareholding Proposals	Operational and Services	Legal and Commercial
Legal and Commercial issues	Legal and Commercial issues	Education/School awareness issues
Education/School awareness issues	Education/School awareness issues	

10.3 Consultation and Statutory Approvals

It is intended to appoint a dedicated planning officer to work with the Project Team providing planning advice during the design process and acting as the contact officer for all enquiries relating to planning and highways control. This will follow the practice already in place within current PFI projects.

Initial consultation has been undertaken with Sport England on the broad concept of each of the six projects in Phase 1 of the Programme. Initial discussions have also taken place with Business in the Community, Yorkshire

Forward, the City Councils Learning and Leisure Department and the Aire Valley Regeneration team.

The City Councils Social Services Department has been fully involved to date and discussions have been held with the Primary Care Trusts. The Councils Asset Management Group is actively engaged with BSF and has identified a number of corporate assets that may offer the opportunity for relocation and development within the BSF programme. It is anticipated however that Phase Two of the Programme will realise a greater opportunity for corporate developments.

Within Phase One of the Programme we are proposing to adjust a number of admission numbers to reflect the demographic trends within the City and to better match supply and demand. These adjustments will be incorporated in the annual consultation process on admissions arrangements.

10.4 Sponsor and School Commitment

Letters of support and commitment from the six schools in Phase 1 are attached in Appendix 13. Letters from schools in Phases 2 and 3 will be forwarded to PFS at the earliest opportunity prior to PRG. Letters from West Leeds and Wortley High Schools (in Phase 2) which form the proposed amalgamation have not been requested to supply letters due to the sensitive nature surrounding school closures. However letters of commitment will be sought when the formal consultation process has taken place.

10.4.1 Communication Priorities for the BSF Project

- raising awareness within Education Leeds as to the nature and aims of the BSF project;
- raising awareness within the City Council as to the nature and aims of the BSF project;
- to engage with all schools (Heads and Governors) within Wave 1 regarding timetable, scope of project and educational vision;
- to engage with external partners and to inform them of the content of the BSF project, the timescales and anticipated outcomes;
- to keep elected Members informed of progress, costs and scope of the project;
- to engage effectively with DfES, Partnerships for Schools, Capita and 4Ps providing timely and appropriate information in order to progress the project;
- to engage all stakeholders in the BSF project.

10.4.2 Communication Aims and Objectives for the BSF Project

The key aims and objectives are:

- to communicate information effectively to the main stakeholders, elected Members, Headteachers and Governors;

- to ensure that the information to be communicated is accessible, relevant, accurate, consistent and delivered at the appropriate time;
- to ensure that key messages are understood;
- to encourage a process of two-way communication;
- to ensure that information communicated is meaningful to different groups of stakeholders;
- to provide opportunities for key stakeholders to contribute to the process providing genuine opportunities to make their voices heard and to enable proper account to be taken of those views;
- to strike a balance between informal and formal communication.

Our BSF Proposals have been the subject of extensive consultation with a wide range of stakeholders including all schools, colleges, Headteachers and principals. Consultation has also been undertaken with Governors, Diocesan Authorities, professional associations, Councillors and MP's, Community Involvement Teams, Faith Groups, Council Departments, Leeds Careers Service, Training Providers, Learning and Skills Councils, Leeds Learning Partnership and Business Partners. Senior officers from Education Leeds have attended meetings with elected Members, including the majority party group, the LSC, Diocesan Board, the Leeds Learning Partnership, secondary Headteachers and the governing bodies and Headteachers of the schools most directly affected by Phase 1 of the Programme.

The Council has given strong public backing to the proposals. The LSC and diocesan Boards have expressed their support for the proposals.

The strategy and the BSF proposals have been developed at the highest level within Education Leeds with the full involvement of the Chief Executive and Deputy Chief Executive of Education Leeds and the Chief Executive and Deputy Chief Executive of Leeds City Council.

The school management, staff and governors will be involved in the Project throughout the process. The building design and output specification will be prepared in consultation with school management and staff, and each school involved will be encouraged to provide an internal project co-ordinator to facilitate the exchange of all relevant information. The Internal Project Co-ordinator will be involved throughout the Project and supported by members of the project team. Education Leeds is committed to providing the necessary resources to ensure that communication and consultation is such that the schools are fully involved at all stages in the Project. In addition, there is a nominated Secondary Headteacher representative on the BSF Strategy Group. The School Governors and parents will receive information on all elements of the project via their respective schools. Staff of Education Leeds will support this process.

The Communication and Consultation strategy document, which addresses all aspects and Stakeholder involvement, prepared by Education Leeds, was

approved by Leeds City Council in July 2004.

During the development of the proposals for the schools, discussions have been held with the Headteachers and Chairs of Governors of the schools.

Local communities regularly use all the schools. The Output Specification will specify that each school will have community facilities and will be available for out of school hours activities.

The BSF Programme has the full support of the City Council and Education Leeds. In July the City Council's Executive Board approved the phasing of the BSF Programme. The Board also approved arrangements for the approval of the SBC and first OBC for submission to the Treasury (Project Review Group) via a delegated power vested in the Deputy Chief Executive of the Council and the BSF Programme Board.

10.5 Commitment to ICT Transformation

ICT

Our vision for ICT is that it will:

- Empower personal and social development, learning and creativity in children and young people, in learning organisations and the community; preparing all learners for the future.
- Drive forward personalised and life-long learning and transform the quality of learning and teaching.
- Provide innovative and creative learning environments which are tuned to local needs, enhance cross-cultural communication and which inspire people to create positive futures for themselves and their communities, local, national and global.
- Be based upon secure, flexible robust and sustainable infrastructures.
- Enable access to ICT for everyone, at all times and in all places.
- Engage parents and carers and the wider community in pupils' education.

In this vision we see children and young people, teachers, support staff, parents, carers, governors and the wider community as learners who will be able to use schools as the hub for their access to Information and Communication Technology.

Central to achieving this vision is the need to provide ICT infrastructures and resources, which promote:

Learning

Gather resources, access knowledge, manage and plan their work, recording, communicating, presenting and assessing learning, specialisation and personalisation.

Enhanced thinking

Supporting and stimulating thinking and creativity; for example, planning systematically to achieve goals, undertaking critical thinking and making choices.

Collaborative working

Collect and share ideas, model concepts and thought processes, and coaching each other

Community cohesion

Shared ownership through participation and democratisation

This will be achieved through:

- Systems which are designed to motivate and energise learners.
- Continuous access to digital technology.
- Mixed networks that will support connection between learners, teachers, and learning support and information environments.
- Personal access to peripheral technology, such as printers, cameras and scanners, from key managed learning locations in the school.
- Learners' own secure workspaces being accessible from anywhere in school and beyond.
- Learners understanding the concept of ICT capability, whilst continuously developing their ICT capability.
- Schools providing careful induction and training for learners with special emphasis placed on transition activities with feeder primary schools.
- Managed open-access environments, which allow student, staff and community use.
- Having durable hardware with back-up systems to ensure that no learner is left without access.
- Investment in adaptive technology to ensure that all special educational needs are accommodated.
- Every learner in school having access to secure powered storage for their personal digital equipment.
- Collaboration between schools in developing administrative systems, which effectively utilise and support personal digital technology.
- Training for teachers and support staff in the use of personal digital technology in enhancing personal and professional effectiveness.
- Training for teachers and support staff in the effective use of interactive presentational technology that facilitates excellence in learning and teaching.
- Supporting local and regional professional networks in utilising the power of electronic networking.
- Connectivity between personal digital technology and specialist hardware located in specialist areas and to partner locations off-site.
- All staff and children and young people using compatible digital technology.
- Schools collaborating in the identification, testing and quality assurance of individualised programmes.
- Training for teachers and learning support staff on the effective management of individualised learning.
- Schools being supported to develop and implement action plans focussed on the extended schools agenda.
- Schools being supported to develop productive relationships with local industry, businesses and services.
- Collaboration in the development of attractive, clear and accessible information environments.

- ICT-based individual learning plans.

For more specialised learning, a learner's personal ICT hardware will connect to appropriate hardware on and off the school site. This would include, for example, access to data logging and control hardware in science and PE, computer-aided design and manufacturing in technology and keyboards in music. Offsite locations would include hardware in partner institutions such as colleges, universities and places of work.

Learners will use managed information environments. These interactive programs will provide feedback on progress and will assist learners in identifying the next steps for their learning. In this way the technology will make a significant contribution to the reform of the workforce, alleviating the assessment load and allowing teachers and mentors to focus on higher level analysis of learners' needs, including guidance, counseling, coaching and group learning.

Information environments will develop in response to the needs and aspirations of learners, their teachers and mentors and the wider community. These information environments will both reflect and nurture the concept of a 'learning village', supporting community cohesion and vitality, and linked safely into regional, national and international environments. There will be strong links to local and regional businesses, training providers and further and higher education. From the perspective of the learner, their school's information environment will form a hub from which they can investigate, explore and interact with the wider world, constructing, as they go, new ideas about possible futures for themselves and their communities.

Our strategy for ICT in BSF will make a profound contribution to the transformation of learning and teaching in Leeds. A contribution that is focused on unified systems for empowering learners as individuals, as members of teams, learning networks and communities. In this way the ICT strategy will promote and extend the Education Leeds vision for good, improving and inclusive schools.

10.6 Interaction with existing Contracts

The interface between the LEP and existing contracts of the City Council is limited.

The City Council does not at this stage propose to interface between the LEP and the existing three (soon to be four) Schools PFI Contracts in Leeds. However, it may be that through market testing, consolidation of ownership or voluntary arrangements amongst the providers that at some future time such interfaces will develop.

Education Leeds

Education Leeds currently has a five-year contract with Leeds City Council to provide all Education Support Services relating to children of statutory school age in Leeds. The current contract expires in April 2006 and discussions are currently being held with the City Council on the terms for renewal of the Education Leeds contract.

A formal decision on this is will be made by the City Council's Executive Board by 31st March 2005.

ICT - Enterprise Solutions

All schools currently contract with the ICT Council Strategic Partner for Leeds, Enterprise Solutions PLC. A new contract with Enterprise was signed in April 2004 for a five-tear framework agreement. The schools contract individually for a wide range of services including software and hardware support; purchase and procurement; consultancy and development planning for ICT. Enterprise Solutions are key partners in the delivery of the Education Leeds ICT Strategy. Consideration will be given to appropriate action under the ICT framework agreement with Enterprise Solutions Limited in the light of the outcome on the options for future ICT provision.

Other Contracts

There are no current contracts with third parties for building maintenance, soft services or professional services which are affected by, or which require termination as a result of the Leeds BSF Programme.

11.0 LEADING AND MANAGING CHANGE

Leading and managing change is central to the successful implementation of the BSF programme and ensuring that the key priorities of Education Leeds and its schools are effectively supported and developed.

Throughout the development of the BSF programme to date there has been a high level of stakeholders involvement and the Report of the first Gateway Review indicated as exemplars of good practise the following:

- Active cross party Member support and participation, providing systems and credibility to the project
- Wide-ranging stakeholder consultation and communication which has generated awareness and a desire for successful delivery.

At each stage of the process we have ensured that all Council departments have been kept informed and have had the opportunity to contribute to the scope and development of the programme. This has been through a variety of workshops, briefings and formal reporting structures to the Corporate Management Team (CMT), the Corporate Asset Management Group (AMG) and Strategic Partnerships Board (e.g. the Children's and Young Persons Strategic Partnership.)

As the Gateway Review indicated there is active cross party Member support for the Project and Members have been kept fully informed through regular briefings, and reports to the Cabinet and the City Councils Executive Board.

A BSF Stakeholder and Strategy Group has been established which brings together both internal and external stakeholders. This group meets on a monthly basis. The remit of the group will be re-assessed following submission of the Strategic Business Case and initial Outline Business Case.

Each school in Phase One of the programme has a dedicated Project Co-ordinator from the Education Leeds BSF team working with it. The Project Co-ordinator has been responsible for ensuring that stakeholders have been included in discussions and consultation has been undertaken with a wide variety of stakeholders as the attached consultation matrix indicates.

Leadership and management of change is a key priority within the EDP and work is currently being undertaken at a corporate level to explore further the issues around governance, leadership and management of multi-service schools and to consider how common and consistent approaches can be established.

Education Leeds has dedicated team, the Organisational Change Team, which supports the effective implementation of proposals for organisational change within schools. The team will work with and provide support to individual schools in developing transitional action plans, which will identify a comprehensive range of appropriate actions to reduce any short-term risks to young people attainment and progress in learning during periods of change. The team will also support school leadership teams and governing bodies, as well as other Education Leeds teams, in establishing a consistent and coherent approach for successful delivery of organisational change.